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ABSTRACT

This five-month EPDA part-time institute trained 41 elementary school teachers working with migrant children--Negroes, Mexican Americans, and Puerto Ricans--in the South district of Dade County, Florida. Wednesday classes taught by the institute director met in various elementary schools in the afternoon. The emphasis was on methods which help migrant children succeed in school. On Saturdays a speaker made a presentation, followed by discussion groups led by graduate students, and later in the afternoon, a question and answer period with the morning speaker was held. Each participant made two home visits and carried on a project with migrant children. At the conclusion of the institute each participant was asked to evaluate the program by rating 20 different aspects on a 5-point scale. The median rating for each of the 20 items was either four or five. (A 175-page appendix contains samples of forms used, outlines of lectures and discussions, and project descriptions written by the participants.) (Author/RT)

Final Report

ED039194

TEACHERS OF MIGRANT ELEMENTARY SCHOOL CHILDREN

October 8, 1969 to March 14, 1970

Dr. Arnold B. Cheyney
Associate Professor of Education
University of Miami
Coral Gables, Florida 33124

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. Introduction

The purpose of the Institute for Teachers of Migrant Elementary School Children was to assist teachers presently employed in the South District of Dade County Florida by making them aware of what is known about migrant children, their conceptions of themselves, aspirations, and social, economic and physical conditions. The Institute promoted knowledge about curricular innovations and teaching practices which show promise when used with elementary school migrant children. The specific objectives of the Institute were:

1. To acquaint elementary school teachers with the physical, psychological and sociological characteristics of the disadvantaged migrant child.

2. To develop a knowledge of the value systems of disadvantaged migrant children and the conflicts between their conditions and the goals of American society.

3. To instruct the participants in those practices which show most promise for the education of the disadvantaged migrant child.

4. To develop skills in use and development of multisensory teaching materials.

5. To involve participants in welfare service activities relating to the disadvantaged migrant child.

6. To provide supervision and consulting services to teachers of disadvantaged migrant elementary school children.

The need to develop the teaching/understanding expertise of these teachers was evident since over 1200 migrant children were identified in the South District during March, 1970. This does not include those who may have come and gone previously during the season or the vast number of more permanent but disadvantaged seasonal agricultural workers' children. Compounding the problem is the inter-cultural backgrounds of the total migrant population--Negro Americans, Texas Mexicans, and Puerto Ricans.

II. Operation of the Program

1. Planning There were no significant modifications in the program as developed in the initial proposal. No time off was given to the Director for the planning and development of this and previous proposals.

2. Participants Since the participants were chosen from one school district, of which sixteen schools contained migrant and disadvantaged children, the selections actually were determined by the number of teachers who could make themselves available for this long-term session. Nevertheless, the mix of participants was excellent as

the following breakdown attests:

2	librarians
3	physical education teachers
2	speech therapists
3	special education teachers
2	kindergarten teachers
2	Head Start teachers
2	Title I Language Arts Teachers
1	visiting teacher
1	community school director
1	assistant principal
22	teachers - grades one through six
41	total participants

Among the participants were fifteen blacks and three teachers of Spanish origin. The diversity in schools, background experiences and school assignments proved a valuable group resource in discussion, interaction, and sharing of problems and information. The percentage of disadvantaged children in the sixteen schools ranged from 3% to 36% with ten of the schools having a school population of more than 25% disadvantaged.

3. Staff There were a variety of staff members and consultants available to the participants on a long and short term basis. This variety was in large measure the contributing factor in the success of the program. The Director taught, visited the participants in their schools at the beginning and end of the Institute, talked with each participant at lunch time every Saturday session, and made himself generally available throughout the Institute. The graduate assistant was a small group leader on Saturdays, talked with the students on Wednesdays, and visited each participant in his classroom at the end of the program. The evaluation specialist held a minimum of one half-hour conference with each participant at the beginning of the Institute to help formulate the participants' projects and lectured and held conferences with the participants the last two Saturday sessions. The three group leaders held two group sessions every Saturday and became very knowledgeable about the students' interests, aspirations, and modes of thinking. After each Saturday session the Director, assistant, group leaders, and evaluation specialist held a critique on the events of that day and how individual participants might be helped. A number of the consultants also had small group and individual conferences with the participants.

4. Orientation Program The first Wednesday session was used as an orientation period to explain the program and register the students for university credit. The group leaders and secretary went along on the field trip through the camps. The secretary became so interested that she is now doing volunteer service at a migrant day care center. The group discussion leaders fed back information to the Director after each Saturday session which was invaluable in keeping channels of communication open and being responsive to the needs of the participants.

5. Program Orientation As far as can be ascertained at this time the specific objectives of the Institute were met. The various aspects of the program related effectively primarily because of the number and dedication of the staff. The substantive content of the program (Wednesday sessions taught by the Director) successfully related to the participants' classroom situations and their pupils' learning. This was evident in the participants' discussions of their projects which are appended to this report.

In terms of new techniques, the Director taught a class of fifth grade children which included migrants. This lesson was video taped and played back to the participants for a critique in terms of teaching skills employed. One Saturday session five migrant children participated in a puppet making session with the participants. The children then demonstrated the use of the puppets behind a one-way mirror.

The beginning and ending dates of the Institute (October-March) were chosen to cover the time migrant children would be in the school district. No better time could be chosen in this regard.

6. Procedure for the Evaluation of the Institute

At the conclusion of the Institute, each of the participants was requested to offer an evaluation of the Institute on an evaluation form. From among the various aspects of the Institute, twenty areas or activities were selected and organized into an evaluation device. Each participant was instructed to read the entire evaluation device first in order to reduce misinterpretation since different aspects of certain areas or activities were dealt with in separate items.

Having read the evaluation device, each participant was asked to rate each item on a scale from a low of one to a high of five. For each item, the rating was to be indicated in the space provided to the left of each numbered item. Without written explanations of the ratings at this point, the participants were instructed to rate each of the twenty items. A numerical expression on a scale of 100 possible points was yielded from each participant, and, from the mean rating on all twenty items from all of the participants. No names were sought on the evaluation device to enable candid ratings and subsequent explanations by each participant for each of his ratings.

Once the twenty ratings were completed, on a separate sheet, each participant indicated his rating for each item and immediately handed in this separate rating tally sheet. With the separate ratings from each participant, a group psychograph was made. While the psychograph was being made, the participants abandoned, for the moment, the evaluation device as they then completed the final examination.

After completing the final examination, each participant returned to the evaluation device, where, in space provided, he explained his rating for each item on the 1 - 5 scale. With data derived from the tabulated results given by the participants, the resulting group psychograph was presented to the participants.

Responses explaining each item's rating were selected to represent the typical response for the representative rating given each item. This procedure aided in the evaluation through its clarification of the representative rating for each item.

EVALUATION OF INSTITUTE

Representative Responses for Median Ratings by Participants (N-41) of Institute Activities

5 1. The coverage of topics by the Saturday morning speakers.

Topics were very well selected. They cover a broad related area and all of the topics were significant to teaching the migrant child.

4 2. The quality of presentations by the Saturday morning speakers.

The information given was valuable and could be used to help the teacher with the disadvantaged or the migrants.

4 3. The appropriateness and applicability in the classroom of the content within the Saturday morning lectures.

Appropriateness and applicability of content quite good, material including bibliographies valuable.

5 4. The organization of the Institute to provide for the opportunity for discussion among the participants in small groups.

An excellent idea as it is much easier to talk with 10-12 than almost 50 people. In a large group only 1 or 2 usually do the talking whereas in the small groups even a reticent person spoke out and defended or offered a position on some point.

5 5. The opportunity provided by the small group leaders for discussion among the participants.

Our group leader was great. He seemed to know the group and approached us however we were for the given day. He was quite good in engendering a discussion among the participants rather than with himself.

5 6. The leadership, guidance, and fairness provided by the group leaders in the small group sessions.

The leader in our group was good because he gave us a chance to express our ideas. He is a good listener and knew how to approach any situation with good taste and fairness.

5 7. The opportunity for questions and discussion with the Saturday morning speaker in the afternoon session.

All Saturday morning speakers were enthusiastic in this session and willing to clear up any points which might have been interpreted differently than intended.

4 8. The value of the question and discussion afternoon session with the Saturday morning speaker in applying the morning's session content within the classroom.

Good - we needed specific workable projects to put their ideas and philosophies to work.

5 9. The value of increased understanding of migrant life gained through the guided bus tour through the migrant camps, recognizing the tour had to be conducted early.

It opened up a "life style" that was previously known only from others. It was a relief to know the worst camps were closed and others being improved.

5 10. The value of the idea and the organization to provide for half-hour sessions to assist in the formulation and organization of the project.

It gave the student a feeling of belonging -- that individual attention factor is hard to describe but very gratifying!

5 11. The leadership, guidance, and fairness provided by Dr. Bibb in seeking to assist participants with their projects through the half-hour sessions.

Helpful suggestions were offered and one felt like someone was listening and interested.

5 12. The advantages of having notes transcribed from the Saturday morning lectures.

Excellent. We were allowed full concentration in listening to the speaker. The notes were very complete; much better than any we could have taken.

5 13. The value in the classroom of the content and coverage of topics in the Wednesday sessions with Dr. Cheyney.

Invaluable, good practical experiences shared, very applicable for classroom use.

5 14. The idea of two home visits to the homes of the migrant or disadvantaged members of your class.

Excellent. Home and school should not be divided. Teachers should make every effort to visit each student's home.

4 15. The understanding gained from having made at least two home visits to the homes of migrant or disadvantaged members of your class.

Understanding a child without understanding (or at least exposing yourself to) the child's home environment is impossible.

5 16. The value of conducting a project.

Gives you an opportunity to organize and put in writing your class work and evaluate your teaching - does it help the child and how?

5 17. The value of the opportunity to share each other's project in February.

I certainly enjoyed and approve of sharing projects. Every new idea is of value and some old ideas revitalized.

5 18. The overall attitude among Institute participants.

Very good. I feel they had a good attitude and were sincere in wanting to help the migrant children.

5 19. The overall organization, coverage of topics, content, leadership, and scope of Institute activities.

Each topic was covered to the extent that each individual was able to get something from the activities.

5 20. The value to you, in your classroom learning climate, understanding, and teaching with migrant and disadvantaged youth, of Institute activities.

This institute has certainly contributed to my understanding of migrants and their problems. My entire concept of migrants has changed positively.

ADDITIONAL COMMENTS.

Perhaps my comments seem a bit "much", as they say, but I found this Institute opened by eyes to <u>all</u> children, not only migrant children; my project will serve <u>all</u> my youngsters. I am <u>very</u> grateful.

EVALUATION SUMMARY WITH MEDIAN POINT
VALUES OF RESPONSES BY PARTICIPANTS INDICATED (*)
(N=41)

ITEM	POINTS= 1	2	3	4	5	NA (no answer)
1.	0	0	4	15	*21	1 = 41
2.	0	0	3	*21	17	0 = 41
3.	0	1	10	*13	16	1 = 41
4.	0	2	5	6	*28	0 = 41
5.	0	1	4	7	*29	0 = 41
6.	0	3	7	10	*21	0 = 41
7.	1	0	8	6	*26	0 = 41
8.	0	0	15	*14	11	1 = 41
9.	0	4	5	10	*22	0 = 41
10.	0	2	5	12	*21	1 = 41
11.	0	0	10	8	*23	0 = 41
12.	0	0	0	5	*36	0 = 41
13.	0	0	2	10	*28	1 = 41
14.	0	1	5	12	*23	0 = 41
15.	0	1	8	*12	20	0 = 41
16.	0	0	1	6	*34	0 = 41
17.	0	1	3	9	*28	0 = 41
18.	0	0	1	10	*30	0 = 41
19.	0	0	0	18	*23	0 = 41
20.	0	0	1	7	*33	0 = 41
	+	+	+	+	+	+
	1 +	16 +	97 +	211 +	490 +	5 =820

III. Conclusions

There were five significant strengths in this Institute.

1. The participants were involved in the program over five months which gave them perspective and time to synthesize and integrate their learning.

2. The timing of the Institute to coincide with the growing season gave the participants migrant children to teach and observe.

3. Every student was involved in a project relating to the teaching of migrant children over an extended period of time.

4. The Saturday lectures brought differing viewpoints concerning the education of migrant children which helped the participants get a broader understanding and deeper insight into the problem.

5. The participants brought to the program diversified backgrounds which again helped each of them in their understandings of the complexities of migrant education.

Perhaps the major contribution which led to the success of the program was the fact that this was the third such Institute of this type which has been held at the University of Miami. These past Institute experiences have been an excellent background for refining such a program.

The Institute participants are now definitely aware of and sensitive to the needs, aspirations, and general welfare of migrant children. They have a feeling of competency in handling these children which is not found in other teachers in the district.

IV. Appendix

On the following pages are samples of forms used, lecture notes and project descriptions written by the participants. The Measurement Research Center of Iowa never supplied the Director with the statistical reports requested.

EPDA INSTITUTE FOR TEACHERS
of Migrant Elementary School
Children
1969 - 1970

Dr. Arnold B. Cheyney, Director
Mr. Frank Wilson, Graduate Assistant
Dr. John J. Bibb, Jr., Evaluation Counselor

AGENDA

WEDNESDAYS (Various South District Elementary Schools)		SATURDAYS (LC120 unless otherwise listed)	
October 8	Orientation	October 11	Dr. Bernard Black, "Becoming Open to Self and Others" Merrick 316 Film:"Harvest of Shame"
October 15	Dr. Sidney L. Besvinick, "America's Goals for All Youth"	October 18	Dr. Besvinick, "Values in Conflict" Film: "A Desk for Billie"
October 22	Dr. E. L. Matta, Jr., "Health Problems Among Migrants"	October 25	Mrs. Billie Davis, "Understanding the Migrant Child"
October 29	Dr. Carolyn Garwood, "Self Concept of Dis-advantaged Persons"	November 1	Dr. Garwood, "Classroom Practices for Building the Self Concept of Disadvantaged Persons"
November 5	Panel consisting of grower, crew chief, migrant, attorney from legal services, and social worker from South Dade County	November 8	Guided study trip through migrant camps
November 12	Dr. Cheyney, "Teaching Techniques"	November 15	Dr. Cheyney, "Art Experiences for Teachers and Migrants" Demonstration - Puppets- Puppet film
November 19	Dr. Cheyney, "Strengths as a Basis for Method When Teaching Migrant Children"	November 22	Dr. John Strickler, "Social Studies as a Vehicle for Migrant Education"

NO CLASSES THANKSGIVING WEEK

December 3	Dr. Cheyney, "Diagnosis as a Basis for Educational Prescriptions"	December 6	Dr. Jack Reynolds, "A Linguistic Approach to Dialect Study"
December 10	Dr. Cheyney, "Language Development Toward a Standard Dialect"	December 13	President John Niemeyer, "Home-School Relations and the Culturally Disadvantaged"
December 17	Dr. Cheyney, "Poetry and Choric Speech in Migrant Education"		
January 7	Dr. Cheyney, "Creative and Functional Writing"	January 10	Dr. Elizabeth Sutton, "A Curricular Framework for Migrant Education"
January 14	Dr. Cheyney, "The Development of Listening Skills"	January 17	Dr. Richard Carner, "Theoretical Aspects of Reading" (Room to be announced)
January 21	Dr. Cheyney, "Techniques for Developing Reading Skills with Migrant Children"	January 24	Dr. Alexander Frazier, "Developing Expressive Skills of Migrant Children"
January 28	Dr. Cheyney, "Children's Literature and Migrant Children"	January 31	Dr. William Shea, "The Teacher as an Actor"

STAFF VISITATIONS
February 2-27 (4 weeks)

March 4	Comments on visitations--Demonstrations by Participants	March 7	Dr. John Bibb, "Evaluation of Migrant Children"
March 11	Demonstrations by Participants	March 14	Evaluation of the Institute--Examination of the Participants

ASSIGNMENTS

1. Reports of two visits to homes of disadvantaged children.

2. A classroom project chosen by the participant in collaboration with the Institute staff.

ROSTER OF PARTICIPANTS

Mrs. Lyabella D. Bernstein
4500 S. W. 83 Ave.
Miami, Florida 33155
Redland Elementary
24701 S. W. 162 Avenue
Homestead, Florida 33030

Miss Noreen R. Bevilacqua
7425 S. W. 122 Street
Miami, Florida 33156
Leisure City Elementary
14950 S. W. 288 Street
Homestead, Florida 33030

Mrs. Clara M. Brooks
14780 Pierce Street
Miami, Florida 33158
R. R. Moton Elementary
18050 Homestead Avenue
Perrine, Florida 33157

Miss Betty L. Brown
11700 West Golf View, Apt. D112
Miami, Florida 33137
Naranja Elementary
13990 S. W. 264 Street
Naranja, Florida 33030

Mr. Roy Brown
10461 S. W. 150 Terrace
Miami, Florida 33158
Richmond Elementary
16929 S. W. 104 Avenue
Miami, Florida 33157

Mr. Edward M. Carlton
12525 S. W. 186 Street
Miami, Florida 33157
Avocado Elementary
16929 S. W. 294 Street
Homestead, Florida 33030

Mrs. Lois P. Cooke
23100 S. W. 124 Avenue
Miami, Florida 33170
Florida City Elementary
364 N. W. 6 Avenue
Florida City, Florida

Miss Virginia Culver
527 S. W. 6 Terrace
Homestead, Florida 33030
A. L. Lewis Elementary
555 S. W. 8 Street
Homestead, Florida 33030

Mr. Augustine Fernandez
5820 S. W. 99 Terrace
Miami, Florida 33156
Dade County Board of Public
Instruction
1410 N.E. 2 Avenue
Miami, Florida 33132

Mrs. Esther B. Fernandez
5820 S. W. 99 Terrace
Miami, Florida 33156
Air Base Elementary
12829 S. W. 272 Street
Homestead, Florida 33030

Mrs. Rosemary Fuller
P. O. Box 335
Homestead, Florida 33030
Redland Elementary
24701 S. W. 162 Avenue
Homestead, Florida 33030

Mrs. Beatrice M. Hagglund
9621 S. W. 77 Avenue, Apt. 306-B
Miami, Florida 33156
Naranja Elementary
13990 S. W. 264 Street
Naranja, Florida 33030

Miss Jo Anne Hill
6801 S. W. 102 Avenue
Miami, Florida 33143
Leisure City Elementary
14950 S. W. 288 Street
Homestead, Florida 33030

Mrs. Eula S. Ishom
1614 N. W. 1 Avenue
Florida City, Florida 33030
Redland Elementary
24701 S. W. 162 Avenue
Homestead, Florida 33030

Mrs. Mary E. Jackson
15101 Polk Street
Miami, Florida 33158
R. R. Moton Elementary
18050 Homestead Avenue
Perrine, Florida 33157

Mr. Franklin D. Jones
522 N. W. 14 Street
Florida City, Florida 33030
West Homestead Elementary
1550 S. W. 6 Street
Homestead, Florida 33030

Mr. Robert C. Jones
1831 N. W. 57 Street
Miami, Florida 33142
Pine Villa Elementary
21799 S. W. 117 Court
Goulds, Florida 33170

Mrs. Jo Ann S. Long
9800 S. W. 77 Terrace
Miami, Florida 33143
Neva King Cooper Elementary
520 N. W. 1 Avenue
Homestead, Florida 33030

Mr. Chester R. Magee
17190 S. W. 264 Street
Homestead, Florida 33030
Redland Elementary
24701 S. W. 162 Avenue
Homestead, Florida 33030

Miss Sharon L. Mahnke
24555 S. W. 194 Avenue
Homestead, Florida 33030
Redondo Elementary
18485 S. W. 306 Street
Homestead, Florida 33030

Mrs. Mary W. Martina
11101 S. W. 197 Street
Building 10E, Apt. 307
Miami, Florida 33157
Perrine Elementary
9895 S. W. 184 Street
Perrine, Florida 33157

Mr. Robert J. Maycox
10430 S. W. 151 Terrace
Miami, Florida 33156
A. L. Lewis Elementary
555 S. W. 8 Street
Homestead, Florida 33030

Miss Ruby M. McIver
1477 N. W. 2 Avenue, Apt. #2
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Florida City Elementary
364 N. W. 6 Avenue
Florida City, Florida 33030

Mrs. Fannie McPherson
4600 Brooker Street
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Mrs. Lorraine E. Moffett
19192 Flag Drive
Miami, Florida 33157
Neva King Cooper Elementary
520 N. W. 1 Avenue
Homestead, Florida 33030

Mrs. Mabel Ortiz
9621 Memorial Road
Miami, Florida
Avocado Elementary
16929 S. W. 294 Street
Homestead, Florida 33030

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Redland Elementary
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Mrs. Betty W. Schmidt
9240 Ocean Curve
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12829 S. W. 272 Street
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Mrs. Ernestine J. Seymore
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555 S. W. 8 Street
Homestead, Florida 33030

Mrs. Bertha F. Strawn
9390 Dominican Drive
Miami, Florida 33157
South Miami Heights Elementary
12231 S. W. 190 Terrace
Miami, Florida 33156

Mrs. Ila Bee Turner
9795 S. W. 138 Street
Miami, Florida 33158
Neva King Cooper Elementary
520 N. W. 1 Avenue
Homestead, Florida 33030

Mrs. Doris G. Volbrecht
106 Leisure Mobile Park
Homestead, Florida 33030
Florida City Elementary
364 N. W. 6 Avenue
Florida City, Florida 33030

Miss Marsha A. Ward
9113 S. W. 72 Avenue D-4
Miami, Florida 33156
Redondo Elementary
18485 S. W. 306 Street
Homestead, Florida 33030

Mrs. Mellie B. Weatherspoon
10440 S. W. 178 Street
Miami, Florida 33157
Perrine Elementary
9895 S. W. 184 Street
Perrine, Florida 33157

Mr. Donald H. Whiteside
1534 Blue Road
Coral Gables, Florida 33146
Redland Elementary
24701 S. W. 162 Avenue
Homestead, Florida 33030

Mrs. Loretta S. Whittle
3443 Frow Avenue
Miami, Florida 33133
Pine Villa Elementary
21799 S. W. 117 Court
Goulds, Florida 33170

Mrs. Jean N. Worley
11633 S. W. 102 Court
Miami, Florida 33156
Perrine Elementary
9895 S. W. 184 Street
Perrine, Florida 33157

Mrs. Mary J. Wright
2990 N. W. 50 Street
Miami, Florida 33142
R. R. Moton Elementary
18050 Homestead Avenue
Perrine, Florida 33157

Mrs. Miriam S. Yeck
16475 S. W. 296 Street
Homestead, Florida 33030
Redland Elementary
24701 S. W. 162 Avenue
Homestead, Florida 33030

Mrs. Soni G. Zimmerman
9505 Nassau Drive
Miami, Florida 33157
Dade County Board of Public Instruction
1410 N. E. 2 Avenue
Miami, Florida 33132

Applicant who dropped due to health.

Miss Anne F. Bellenger
7401 S. W. 82 St.
Apt. 107-S
Miami, Florida 33143
Perrine Elementary
9895 S. W. 184 Street
Miami, Florida 33157

University of Miami . School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

FINAL EXAMINATION

Instructions:

Read each of the following items. Decide on three items to which you choose to respond. Keep the same numbers for your responses as the items are numbered. Limit each of your three responses to the front side of a regular-sized notebook sheet of paper. When you have completed your examination, please hand it in and continue with the evaluation of the Institute.

1. Explain what experiences can be shared by a migrant child because of his mobility.

2. List illustrative examples of activities through which self-concept development may be promoted.

3. Explain which teaching strategies are best suited for meaningful educational experiences for the migrant child.

4. Illustrate use of the project or experience unit in four subject areas with migrant youth in a grade level you designate.

5. Why should a "good" test serve as a learning experience?

UNIVERSITY OF MIAMI
CORAL GABLES, FLORIDA 33124

SCHOOL OF EDUCATION
P. O. BOX 8065

EPDA INSTITUTE FOR TEACHERS OF
MIGRANT ELEMENTARY SCHOOL CHILDREN
October 8, 1969-March 14, 1970

MEMORANDUM

TO:

FROM: **Dr. Arnold B. Cheyney**
Director

SUBJECT: **Final Grade**

May I express my best wishes to you as you continue in your teaching of children. This Institute has been of great personal satisfaction to me because each participant has given unstintingly of himself to make the experience worthwhile.

Course Identification				Name of Course
Dept.	No.	Sec.	Credit	Workshop in Elem. Edu.
EED	591	H9	5 sem. hrs.	

Final Grade

_____
1969-1970

Director:_____
Dr. Arnold B. Cheyney
School of Education
University of Miami
Coral Gables, Fla. 33124

ABC:MC
Encl.

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. Bernard Black
School of Education
University of Miami

Date: October 11, 1969

BECOMING OPEN TO OTHERS AND TO SELF

I. Introduction

1. It becomes the task of the teacher to teach the child that an individual can accept him and be responsive to him and that there are adults who are mature enough to be depended on, that there is authority which is both reasonable and responsible.

2. A teacher develops people through the way he teaches. He makes it easy or difficult for them to develop. He directs students or misdirects them. He may do them well or wretchedly, but he does do them.

3. Education teaches you to do better the things you are going to do anyway. From one way of looking at it, education involves knowledge, appreciation, and skills.

II. Self and Dynamic Needs

1. Psychologists and sociologists have pointed out that man is a social being, preferring to live together in communities. What makes the student think and act the way he does? What makes me think and act the way I do?

2. Forces inside each of us include drives, needs, and motives, varying in intensity among individuals. Our interests are a valuable tipoff to our dynamic needs.

3. Viewing the interdependent and overlapping hierarchy of needs, a model has been presented by Maslow, given from low to high:

HIERARCHY OF NEEDS (from Maslow)

1. Physiological

2. Safety
   a). protection against danger
   b). protection against threat
   c). protection against deprivation

3. Social needs
   a). belonging
   b). association
   c). acceptance by one's fellows
   d). giving and receiving friendship and love

4. Ego needs
   a). self-esteem
   b). self-respect
   c). self-confidence
   d). autonomy
   e). achievement
   f). competence
   g). knowledge
   h). need for status
   i). recognition
   j). appreciation
   k). respect for one's fellows

5. Self-fulfillment needs
   a). realizing one's potentialities for continued self-development
   b). being creative

4. Behavior change may be influenced by 1). coercion, 2). fear, and/or 3). desire. By winning over change by desire, this change is an emotional need. The average teacher needs no more discipline, but, rather, more disciples.

5. Looking at self as the entity the individual perceives as "me", "I", the "self" is defined as the individual perceives how others think of him. Students may distort their perceptions of self by others.

6. Reactions preventing the effective interaction with and development of self are 1). allness, and 2). polarization. Allness is a sort of evaluational disease, evaluating as though it were possible to know or to say all there is which is important on a subject or topic. Polarization refers to the tendency to follow an either/or, communicating in terms of black/white rather than shades of gray which was appropriate in that situation. We have to work and to live with the ambiguities and inconsistencies among people.

7. Group processes are needed which do no harm to self-awareness, self-acceptance, and interpersonal competence. The group is more effective when it develops decision-making processes and encourages its members to be open to experiment, to be responsible for the effectiveness of the group.

8. Where there is trust, there is more openness, more willingness to experiment, to learn. The challenge needs to be internalized to give knowledge meaning and appreciation. Defensiveness tends to be minimal, the higher the self-acceptance. Defensiveness occurs when fears develop which cause a person to feel threatened or insecure. Defensiveness is described as an individual's response to experience which is perceived or anticipated as incongruent with the structure of the self.

9. Self is also developed through the absence of rigidity with a maximum of adaptability. We all need some structure or guidelines, but we need to experiment and to take personal responsibility for our actions.

10. Fear and anxiety are self-defeating. The more we can tolerate anxiety, the more we can gather valid information from it. Insight tends to be anxiety-reducing. Maslow terms this process, "self-actualization", one's ability to form new relationships with his environment, producing creative products and creative living emerges.

III. Skills

1. Sensitivity training attempts to close the gap between knowledge and doing by exposing the participants to both the intellectual and emotional understanding needed for effective performance.

2. Emotional growth should go hand-in-hand with intellectual growth. As teachers, we tend to end "sentences" with "periods" while we should use "commas". We need to become open.

3. Our daily decisions depend on the assumptions we make about human behavior and human motivation. Start with people in terms of where they are. In this process through which people improve in their relationship with their surroundings, known as skill, it is a way of learning rather than a technique.

4. In order to face ourselves, we must understand and practice the following skills:

a). COMMUNICATION - an attitude rather than a technique; connotes sincerity, respect, as well as service; that which the listener understands and acts upon; talking with rather than about people.

b). EMPATHY - being able to put yourself in the other person's place.

c). LISTENING - it is through listening, and not telling, that you get cooperation; listening to what the speaker says, means to say, and does not say while helping him to say what he cannot say; if you listen, you may have to change your concept of self.

d). PERCEPTION AND INFERENCES - we have to check the accuracy of our perceptions since reality varies; people respond to the reality as they perceive it to be; our own needs and desires distort our perceptions of others. We do not respond to facts, as such, but, rather, as we perceive them. What we call "facts" are an interrelated set of feelings, assumptions, and perceptions. What we call "fact" is based on sentiment and feeling.

e). SYNCRITISTIC THINKING - in a group situation, with students, to see the whole situation, to realize the impact on others by actions taken with one student.

f). CLINICAL APPROACH TO TEACHERS' PROBLEMS - to approach each learning situation or teaching problem in terms of the specific uniqueness rather than generalizing.

Questions

1. How may a teacher become "open"?

2. How may openness affect a child's development of self?

3. What changes in teachers and teaching would logically follow if there were more openness in formal school experiences for children?

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. Sidney L. Besvinick
Associate Dean of Research
University of Miami

Date: 10/15/69 and 10/18/69

VALUES AND VALUING

I. Introduction

A. What is "value"? Usually, we think of some goal we want to reach. Yet, the worth we assign or ascribe to an object or idea is based on a way of behaving that is emotional or subjective and shows that we prize, treasure, or hold it in esteem. We prize or cherish something only after weighing it as opposed to its alternatives--estimate, appraise, weigh, or judge--basically, a rational approach.

B. Now, why do we value something? We value, not as an end in itself, but, as a means to some further end. This is the concept of ends-in-view. What is the ultimate value or goal? Self-satisfaction, which is a bottomless pit, with the exception of an aesthetic act. As Prescott has written, there is no such thing as an unselfish act.

II. The Process of Valuing

A. How do we go through the process of valuing?

1. First, behavior, what we do, is purposive and goal-seeking.
2. Second, people do what they want to do.
3. Third, they want to do what they perceive will help them reach their goal.
4. Fourth, they value people and/or things, ideas, and procedures as means to achieving their goals.
5. Fifth, if goals are ends-in-view, the ultimate goal is self-satisfaction or -fulfillment.

B. We have to choose among possible goals, and we do so on the basis of either emotion or reason. We base our choice of action on our past experiences and our perceptions of the present environment and our interpretations of these. Because each of us is unique, each has his own way of reaching his ends. We can get others to understand what we do and why only to the extent that we and they have shared experiences and perceptions.

C. Valuing, then, is a combination of two actions. It is a process of reflective thinking, of judging, and of appraising what exists, in the light of one's assumptions and the possible consequences of the courses of action which are open. It is also a process of integration of the perceptions of what exists in a given situation and the individual's prior experience with the referents in the field to determine that course of action which be believes will yield the greatest satisfaction of self.

III. Implications for the School

A. What sets of values appear in our society? There are orientations of Marketplace, Nativist, Common Man, Religious, and Humanist (see Dahlke, pp. 63-66).

B. As long as one is consistent, no problem arises, but consistency is almost impossible.

C. What alternatives are open?

1. blind obedience to an established set of values
2. rejection of all values
3. build your own set of values, constantly re-examining and refining them.

D. Which set of values is best? Who is to say? What, then is the task of the public schools? We are not to teach any one system or just an acquaintance with all, but, rather, teach students the process of evaluating--judging, choosing for themselves, urging consistency, tolerance, and constant re-examination.

1. Things are not all black/white
2. Values are situational, i.e., ranked anew in each situation.
3. Blind acceptance leads to conformity and non-think.
4. No goals held dear are as bad as those held without reason.

E. We act based on our values, but are tolerant of others and their rights and views. So, what do we teach?...and how?

1. We teach students to evaluate,
2. to remember what they start from (assumptions),
3. weigh alternatives in the light of forseeable consequences, and
4. make choices.

F. In the steps toward maturity, the individual:

1. is incapable of choosing, of making a choice
2. makes choice, but no follow through
3. follows through his choice, but no acceptance of results
4. makes choice, follows through, accepts and abides by results.

G. The basic value or guidepost in our society is the concept of human worth. Beyond this, all others are situationally determined--ranked anew each time, based on perceptions, experience, thinking, and integration.

H. How do we teach it?

1. Obliquely--by our own actions we should seek to be consistent; by being tolerant of other's views; by open examination of options; by resisting impulses to impose our own values on our students ever though we have a right to our own values.
2. Directly--by utilizing problem settings and value-conflict settings; by raising, whenever appropriate, incidents of value decision.
3. By recognizing valuing as an affective goal and teaching for it, including it in a statement of one's objectives.

IV. Summary and Conclusions

1. The mature individual is open to experience, can make choices for himself, can follow through on his choices, can accept and abide by the results, with regard to valuing. This person is a fully functioning, self-actualizing, mature person.

2. In teaching valuing, we may approach it directly or indirectly, recognizing the worth of the individual and his right to evaluate, judge, and choose for himself his set of values.

3. A teacher has a right to have, and ought to have, a set of values by which to operate in the classroom. Yet, the values of the students are their own, and if the teacher cannot make the adjustment to the different set of values of the students in the classroom, the teacher may well not belong in that classroom. The teacher has no right to impose his or her own values on the children in the classroom.

4. The teacher is urged to incorporate into the unit and daily lesson plans objectives related to valuing, to recognize valuing as an affective goal and to teach for it.

QUESTIONS

1. Does the school have a function of teaching values? Why or why not?
2. How may we teach valuing? Illustrate with specific examples, noting how valuing may be incorporated into the expression of daily lesson objectives.
3. Explain the distinction between values and valuing.
4. Discuss the statement that if the teacher cannot make the adjustment to the different set of values held by the students from his or her own that the teacher may well not belong in that classroom.

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. E. L. Matta, Jr.
Assistant County Health Director
for Maternal and Child Health
Dade County, Florida

Date: October 22, 1969

HEALTH PROBLEMS AMONG MIGRANTS

I. Introduction

A. Health problems among migrant children parallel those of other disadvantaged minority groups.

B. In human growth and development, there are certain initial periods or stages, beginning from conception.

C. In emotional growth and development, there are orderly stages through a knowledge of which a teacher may be guided in understanding children.

D. In nutrition, or the lack of it through a poorly balanced diet, factors related to mental and emotional potential are influenced. Malnutrition and poor eating habits can affect children from any socio-economic level. The presence or absence of protein in a child's diet is a crucial factor in a child's total development.

E. Anemia, first, and poor dental care, second, are of real concern to children's health.

II. Human Growth and Development Principles

A. A child, in your presence, comes from the genetic components from his parents. The pre-natal state of the mother affects the child.

1. Get to know the parents.
2. Learn the backgrounds of the parents.

B. The mother needs 24 months between pregnancies. The mother gives birth at great expense to her own health. There is a need for family planning.

C. For the child, unborn, to develop to his fullest potential, he needs a uterine environment, pre-natal, promoting his development.

1. The first 6--8 weeks of the intrauterine life are the most important to the development of the fetus. The organs, especially the brain, develop during the first three months of pregnancy.
2. Any pregnant woman needs pre-natal care, and, the sooner, the better, for her health and that of her unborn.
3. The third trimester of pregnancy is when the unborn's brain really grows necessitating protein in abundance in the diet of the mother.

D. Birth is a physiological process producing a stress for the baby being born. Brain cells may be destroyed by hemorrhaging or oxygen deprivation. At birth, the brain is about 25% grown.

1. The first 24-48 hours are vital to survival, following birth.

2. The first 28 days following birth are crucial to development.

3. The first two years of life lead to 40% of adult-sized brain development.

4. The first four years of life lead to 60% of adult-sized brain development.

5. The first six years of life lead to 80% of adult-sized brain development.

6. Brain damage is permanent. Damaged cells or tissue is not replaced.

7. Milk and eggs are excellent sources of amino acid, from protein, promoting brain development. Nutritional supplementation is needed when breast feeding is not followed.

8. Resistance to infection and environmental influences can be noted if you study each child's health development in relation to the parents and the home.

9. About 2 of 10 migrant children are affected by minimal brain damage.

10. The behavioral patterns of the lives of migrant children lead to their social and emotional problems. They often have physical living difficulties as sources of their emotional problems.

E. By the age of seven, the basic phase of development is completed.

F. By the age of ten, secondary fast growth development into adolescence begins.

G. By the age of 13, girls peak in adolescent onset of growth. Because of their sexual maturity sooner than boys, girls become more aggressive in dating earlier, and they date older boys. Last year, in Dade County, there were nearly 700 girls, under the age of 17, who were pregnant while attending school.

H. The male, on the average, reaches manhood at 15. As he develops sexually and becomes aggressive, the female retreats in her aggressiveness. The male is weaker of the two sexes, throughout life.

I. By 21, the male reaches the peak of his growth, and from 21-30 is the best time physiologically for the woman to bear children.

J. Prematurity at birth is more likely to occur in a younger mother. Premature children are more likely to be:

1. severely mentally retarded
2. minimally brain damaged
3. cerebral palsied, and/or
4. neurological deficits.

K. Women after age 40 are more likely to mother mongoloid offspring.

L. The peak of sexual aggressiveness in the male is at age 35. As he goes downhill, the female sexual aggressiveness continues and peaks at age 49. The greatest number of illegitimate births occur among women in this age group rather than among teenagers.

III. Health Problems Among Migrant Children

A. Nutrition is the general deficit of knowledge among migrants leading into health problems.

B. Anemia represents a crude index of a child's health status, and about 35% of migrant youth are anemic, lacking hemoglobin and the iron reserves to build up hemoglobin. They need 1-1/2 times the normal protein in a diet. They need vitamin C supplement for which citrus fruit is an

excellent source. This deficiency occurs among American people, not just disadvantaged people. Instead of 75 mg. of vitamin C per day, we may need 3000 mg. a day, as research now suggests.

C. Black people have a far greater tendency to sickle cell anemia (incidence, 8%) than do whites (incidence, .3%).

1. It is an abnormality of structure in the red blood cells.
2. It is inherited.
3. The cells break down easier than normally.
4. It is a serious form of anemia.
5. It needs transfusions to be overcome.

D. Enlarged tonsils pose a problem to disadvantaged youth. They are removed only if diseased, as is true of adenoids, too. Enlarged adenoids can cause hearing problems.

E. Infection of external canal of the ear with fungi occurs frequently. The mastoid, when infected, can cause brain damage or death as well as deafness. Draining ears are serious and need to be dealt with immediately.

F. Impetigo and ringworm of the scalp are serious, too. Under each scab, there are serious clusters of infection which can cause injury to the kidneys and cause death. Death can come years later if impetigo goes untreated. Watch out for "Florida sores." Use soap and water if a child starts to scratch. Use Dial or Safeguard soap, since they are high in hexachlorophine. Ringworm is highly contagious. Call on the nurses when problems arise.

G. Round worms and hook worms also occur, but hook worm in Dade County is rare.

H. Hernia also has to be dealt with. Umbilical hernia occurs often and may be used by the child to gain attention. They usually correct themselves among young children. Other forms of hernia need operation to correct or repair, and it is the #2 American operation. Undescended testes should be dealt with in young boys by age 7 to prepare for adolescence and to prevent sterility or cancer.

I. Flat feet, if not painful, are not too serious, but if there is pain, services are needed to correct the defect.

J. With convulsive disorders, prevent the child from biting his tongue with a pencil.

K. Height is a good indicator of health status. Record it each year.

L. Asthma runs rampant, and allergies occur often due to pollen and fungi in this area.

M. Frequent colds, unshaken colds, suggest need for medical care.

IV. Summary

1. The teacher must also function as a health diagnostician.
2. The role of a balanced diet, especially protein, has to be emphasized.

QUESTIONS

1. Explain how you could emphasize nutrition in dealing with disadvantaged children.
2. Outline the cooperation with nurses you now feel is necessary for the disadvantaged youth in light of this presentation.
3. Explain the vital role of amino acid from protein in the development of each individual's intellectual ability.

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Mrs. Billie Davis, Instructor
HEP Program
University of Miami

Date: October 25, 1969

UNDERSTANDING THE MIGRANT CHILD

I. Introduction

A. In isolating the migrant factors of the culturally disadvantaged and economically deprived, parental expectations should be noted, especially as they contrast with those in the mainstream of American life.

B. In this presentation, illustrations will be given of the knowledge and theoretical principles to be developed by other speakers. The concept of "appreciation" suggests the opening of avenues to real fulfillment and achievement, the ability to be keenly aware of properties, qualities, and values.

1. When we are keenly aware, we are more likely ourselves to be fulfilled and rewarded.
2. We are more likely to see what another human being is like and to help him to be more fulfilled and rewarded.
3. A keen sense of the factors and qualities involved and a quickness to synthesize without judgment, to experience vicariously, and to experience, literally, are called for.
4. You don't have to like something to experience it.
5. The experience of the little girl in being able to use tissue when it was not readily available as contrasted with its abundance was cited to illustrate the value of an appreciation.

II. Experiences as a Migrant Child and Educational Implications

A. The story of "A Desk for Billie" was an adventure and should not be perceived as necessarily a sad experience.

1. It is not possible to have everything.
2. You cannot always be like everyone else.
3. You start out with limitations and probably will end up with some.
4. You won't escape completely, but you can bite off big chunks out of another world and enjoy them for what they are.

B. Days without food, growers with clubs, police fighting with migrants, and filth, squalor, immorality, head lice, and disease were known. No furniture, coat, bed, pillow, or clothes were commonplace. (Read Grapes of Wrath)

1. Other values may make the deprivation seem less important.
2. The teacher can help the disadvantaged child incorporate his experiences into a fully rounded, achieving life.
3. The young person cannot let bitterness overtake him.
4. Injustice, poverty, mockery, can be tolerated if there is an integrated life, and the chance for success.

5. Migrants are mobile--they have learned to run away. There is a feeling that if this doesn't work out, you can always move on. It's easy to quit when you are paid by piece work.

6. The migrant feels there is a possibility of finding something better elsewhere. This feeling may be unconscious, but teachers may capitalize on it.

7. The problem of motivation is difficult with migrants. They have to have an "end". The principle of deferred pleasure is difficult to get across.

8. Akin to this, there is the problem of marginality. The migrant child lacks a strong sense of belonging, of identity with the group. Protection of or respect for community property becomes a serious problem. They feel they do not really belong. They can, therefore, take advantage of opportunities anywhere. To learn to cope with the situation as you find it and to turn it to your own advantage is worth it, they learn, if the end is desired. Migrant children adapt to this, as a compromise, because they have little difficulty in adjusting to change, for variety is interesting, and change is perceived as adjusting to a new situation.

9. Migrants object to and cannot stand condescension by a "goody goody do-gooder". You have to know what you are doing and can do to win their favor. Promises, or verbal expressions of sorrow or love, mean little. Just give him the schooling, having him feel he is capable of learning, of contributing, of sharing. The triumph comes from one's own success. To communicate knowledge or to develop a skill is what the migrant child seeks from you. He does not want your pity; he does want your competence. Accept each migrant child as an individual.

10. When you give special attention, do not make a point of it. Adapt. Work behind the scenes. You are an educator, not a social worker. Give the child competencies and help him develop skills and knowledge.

11. Cultural deprivation suggests that those who are deprived do not know the concepts common to others. You must know of the cultural requirements, family structure, and folkways. You must know of their obligations and responsibilities as they see them within their extended family structure. The mere pronunciation of words should not be taken as evidence of word meaning or understanding on the part of the migrant child. Concepts may be completely out of their realm, e.g., lamps, curtain rods, draperies, which others take for granted. If an object is not in the experience, no meaningful concept is perceived or known.

12. The migrant student does not like to "lose face". He would rather do poor academically than to be embarrassed. Avoid asking, "Do you understand the assignment?" Instead, let him explain his understanding to you.

13. "Right" and "wrong" is relative. The migrant is religious, superstitious, or both. You must be sensitive to their perceptions, their needs, and their expectations from their points of view. He feels he must defend his honor without your violating his sense of honor. People live by different codes. We must be appreciative and sensitive as teachers.

14. Any society is made of the contributions by the members of the society. We are social; we need each other. See the migrant child for his uniqueness, for him and for us, in this regard.

15. As teachers, we need to take our minds off the political and legislative avenues toward handling "the migrant problem" and put the emphasis on the social interaction in the classroom where we can make a difference in the lives of individual migrant children.

16. In dealing with the migrant, we should seek to learn from him as well as to teach him. We should aid his feeling that he can be a contributing member of society, that he has something to offer and to share.

III. Summary and Conclusion

1. You run into experiences where word knowledge is not word meaning if you have the appreciation, the being keenly aware.

2. Help the migrant child to "save face". As a sensitive, appreciative teacher and human being, it is a part of your task.

3. The migrants are mobile, marginal, live by their own codes, are proud as individual human beings, want to save face, to belong.

4. The teacher must strive to help the migrant children to contribute to the society, to become a part of the society, to achieve, and to become fulfilled.

QUESTIONS

1. What might we do to open avenues of appreciation with the migrant child?
2. Explain what experiences can be shared by a migrant child because of his mobility.
3. What special needs does his mobility suggest you attempt to meet?

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. Carolyn Garwood, Associate Professor
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School of Education
University of Miami

Dates: October 29 and November 1, 1969

DEVELOPING THE SELF-CONCEPTS OF MIGRANT CHILDREN

I. Introduction

A. Terms such as "culturally disadvantaged" and "culturally deprived" tend to pigeonhole people and to stereotype. Actually, we are concerned specifically with the "educationally disadvantaged child," defined as that child who comes to school with a limited number of experiences to prepare him for what is expected of him in school. He has few background experience responses on which to draw in new situations.

B. Psychologists tell us that behavior is goal-directed. This point holds true, too, for that child who comes to school with a limited background of experiences.

C. To aid each child in his self-fulfillment, we need to help him find out who he is and to make the very best use of what he brings to us for a fully functioning life.

II. Nature of Learning and the Learning Process

A. As a model of human behavior, Abraham Maslow says that all behavior is motivated by human needs, in a hierarchy: (given numerically from the bottom upward)

5. Self-actualization needs (to learn, to appreciate beauty, to be all one can be)
4. Self-esteem needs (to think well of one's self)
3. Love and belongingness needs (affection, to belong)
2. Safety (a). physical, and b). psychological) needs
1. Physiological needs (for food, drink, etc.)

B. Maslow feels one has to have at least a minimal satisfaction of the needs at a lower level (lower order needs) before moving up into the higher order needs. We take care of the lower needs first because those needs are more basic. Many children feel they cannot cope in the school situation, and they do not think well of themselves. Hence, they become stuck around the fourth rung on the hierarchy ladder.

C. Viewed from another way, each person has his "life space" or "perceptual field", suggesting that each person determines his own reality. Our perceptions are determined by our thoughts, our interpretation of the experiences we have had. Each person operates, at any one time, in his own life space.

1. We may also approach things according to our expectations.
2. This private world may or may not be shared. It is revealed through the choices one makes, by what he says and does.
3. Through observation we may infer another's life space.
4. The person's own view of "me" is the most important aspect

of his psychological life space. How one sees his own "self" determines his outlook on life and his behavior. Each of us has only one self, and we react to protect our concept of it when we feel threatened.

5. People tend to move toward the things they value, to move away from things they feel frightened or threatened by, and people value those things which are consistent with their self concepts and to reject those things with which they perceive inconsistency.

6. A person's behavior may be understood through a knowledge of his self-concept, how he views himself, and his world, as it becomes known to us through observation.

7. No two people have the same experiences or the same background. We perceive in a situation what we respond to, and our response is structured as we relate this experience to our background of experiences. How does a person feel in order to act this way?

D. In addition to life space and the private, personal world in which each of us lives, there is also a "real" world, the outside world.

1. Fixed demands, rules, obligations to others, expectations of others,and regulations, exist in the outside world.

2. There may be consistency or inconsistency between one's inside and outside worlds.

3. We look to the outside world for achievement, accomplishment, and satisfaction, but we feel from inside the results of them.

4. We have to reorganize a person's perceptions of his "worlds" in order to bring about behavior change. To reorganize how a person sees himself in his worlds:

a). his perceptions must be changed suggesting that

b). the estimates of one's self or the world must change when there is conflict between worlds.

c). The perceived danger or threat has to be dealt with since we behave because of our fearing and not of our knowing. Simply telling the youngster not to fear doesn't often work; instead, we must behave as though his fears are important to us. We must accept each child as a worthy human being, without qualification. His present status need not be final. "It's good to be me, but it's better to be better" can become a guiding course. We must act as if it were so! Who he is and what he is, is not bad, but, together, we can move him toward what he can be.

d). The teacher's expectations have been shown through research to be communicated to students' expectations of themselves. The type of learning environment which permits all to venture out depends on the quality of the interpersonal relationships which are created in the classroom. The student who cannot distinguish between self-enhancing and self-debasing activities needs experiences with others in which he can, without threat, experience opportunities for growth toward fulfillment through which he can differentiate between self-enhancing and self-defeating behavior. In an atmosphere of MUTUAL trust, admiration, and respect, behavior change toward self-esteem can and does take place, permitting learning to occur.

e). We must look for the positives, the strengths, so the respect can be honest and sincere.

E. The teacher has to be aware of his own values, interests, biases, and attitudes. The teacher has to know what he brings to the classroom as the instrument for change in the behavior of students. The teacher is the viable instrument in the classroom. Who are you? What do you believe?

What are your goals? Which way are you headed? Interpersonal relationships promoting personal growth is vitally important in the classroom. On this topic, Combs, Rogers, and Maslow have written and have discussed several general areas or conditions promoting personal growth:

1. empathic understanding - looking out at life from the other person's viewpoint through
   a). sensitive listening,
   b). attempt to understand, and
   c). communicating this understanding back to the other person.
2. nonpossessive warmth - unconditional positive regard; accepting another human being without qualification; prizing the other individual; being non-judgmental.
3. genuineness - an awareness of one's self; being open, honest, sincere, and authentic; being who and what you are, with responsibilities toward others borne in mind.

F. Questions on Providing Personal Growth

1. Can I be in some way which will be perceived by the other person as trustworthy, as dependable and consistent in some deep sense?
2. Can I be expressive enough as a person that what I am will be communicated unambiguously?
3. Can I let myself experience positive attitudes toward this other person--attitudes of warmth, caring, liking, interest, respect?
4. Can I be strong enough as a person to be separate from the other? Can I be a sturdy respecter of my own feelings, my own needs as well as his?
5. Am I secure enough within myself to permit him his separateness?
6. Can I let myself enter fully into the world of his feelings and personal meanings and see these as he does?
7. Can I be acceptant of each facet of this other person that he presents to me?
8. Can I act with sufficient sensitivity in the relationship that my behavior will not be perceived as a threat?
9. Can I free him from the threat of external evaluation?
10. Can I meet this other individual as a person who is in the process of becoming, or will I be bound by my past and by his past?

(from Carl Rogers, "The Characteristics of a Helping Relationship", ch. 3, ON BECOMING A PERSON, Boston, Houghton-Mifflin Co., 1961, pp. 50-56)

III. Promoting Self Concept Development

A. Learning is behavior change necessitating a knowledge of the learner and the learning process. Needs energize behavior, and the needs may be lower - or higher - order. The life space is everything that has happened to us, everything we know about. The life space determines how we behave. How we see our world and how we see ourselves are the most important determiners of our life space. If we are going to change behavior, we have to change how the person sees his world and himself. If we are going to change ourselves, we need different reflections as we mirror our experiences in the classroom.

B. The generalized concepts of "goodness" and "badness" were illustrated by a narrative passage emphasizing the reinforcing effects of cumulative experiences. Allport found that as one learns to accept himself he learns and is able to accept others.

C. Self concept is also determined by how we evaluate the self view. The importance of that to which we associate value is under the influence of the extent to which he values what we reinforce and views us as a "significant other". The pat, star, check mark, or smile has its value as it is valued by its recipient.

D. Self-confidence suggests an awareness of our strengths and our weaknesses, realizing we can work toward overcoming our weaknesses. Where we are influences or determines what our perceived strengths and weaknesses do to our self concepts.

E. Students seem to need a consistently structured order through which they can predict outcomes related to expectations. A blending of what we call traditional and progressive elements is called for. The limits have to be defined and enforced. Inner-feelings for motivation does not seem to work well with migrant children since, generally, they have to respond to external, environmental demands. They need to know the limits which are consistent day by day.

F. Values of a middle-class orientation are not followed by migrant children on their own. Through emphasizing valuing whereby they choose to conform through understanding the consequences, behavior change is more likely to occur. Individuals meet their developmental differences in different ways, and learning is no exception. To promote learning, promote student personal involvement. Some students learn through a physical style, being able to move or to manipulate with respect to the environment. Other students rely on what they see, or what they hear.

G. Role-playing, acting out, has been shown to be very effective in promoting understanding of situations, promoting empathy, among all children, but, particularly, among the disadvantaged children. Let the children play your role on occasion. Having made use of role playing, students can move toward abstract thinking more readily.

H. The causes of behavior of a child need not necessarily be known to a teacher, but for the teacher to recognize that present behavior can be directed toward more acceptable ways. Feelings may be expressed in suitable ways, and we can help children with the expression of their feelings.

I. Viewing a child's developmental progress aids in understanding his behavior. Where it is not appropriate behavior, viewed developmentally, a referral may be in order.

J. Is the child's behavior expected of him due to cultural expectations? It may, even so, be modified by new experiences, outlining alternatives.

K. Is the behavior the result of defense mechanisms to protect his concept of self from threat, or due to fear, because of psychological protection which the child feels is needed and appropriate? Caution has to be exercised in stripping it away, if so, because of his needs. He has to feel secure, and needs alternatives from which he may develop a new behavioral pattern.

L. Open-ended sentences such as "School is_____" may strengthen language usage, foster vocabulary development, and provide clues to a student's feelings.

M. Parent conferences are needed, too, to determine how the school and the teacher are perceived by the parents in the child's home environment.

N. "Just Me" and "Who Am I" booklets can be useful, as use of pictures, paste-ins, drawings, etc. can be of benefit and effective.

O. Alternatives to human behavior situations can promote the responsibility for one's choices in living life along with the responsibilities for the results of a choice.

P. Field trips, use of films, film strips, guest speakers, use of fathers of migrant children, are examples of variety in classroom activities through which identity can be accomplished. Realism of vocational choice can be fostered through such activities since considerable information about one's self and the world of work are needed, and we have to start early in aiding students in making wise choices on friends, spending time, spending money, spending energy, choices on exchanging ideas and in planning life.

Q. Every child needs our help in bringing order and meaning out of the experiences in the school environment. Children with fewer experiences learn less. Develop a "lets talk about it" approach through direct teaching, being open, honest, and respectful, using materials with which the students can identify. Relate the migrant child's life experiences to the expectations made of him in school.

R. Remember that the child learns what he lives and that he is learning something constantly.

S. Your expectations of each child and his perception of those expectations can influence significantly his aspirations and involvement in the education process.

T. Strong self regard may be encouraged by emphasizing individual achievement to emphasize strengths and to minimize weaknesses. Respect for one's sub-culture aids in self-respect among students once they have such knowledge. Mark the "rights" rather than to take off credit by marking incorrect responses.

U. Bear in mind that the credibility of the source from which information comes has a great deal to do with how it is received. We need to examine the extent to which we, as teachers, are believable in the eyes of our students.

QUESTIONS

1. List illustrative examples of activities through which self-concept development may be promoted.

2. Relate the activities in number one within the curricular offerings in the elementary school.

3. In light of this presentation, explain why such activities are needed for and by the migrant child.

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturers: Mr. Joe Alexander, contract laborer, former migrant crew chief, and local chapter representative of Organized Migrants in Community Action

Miss Fredericka Smith, attorney for South Florida Migrant Legal Services Program, Princeton, Fla.

Mr. Wendell Rollason, Executive Director of Redlands Christian Migrant Association

Mr. Rudolfo Juarez, former migrant worker, and an Executive Director of Organized Migrants in Community Action

Mr. Herman Lucerne, former grower, packer, and owner of Grove Service

Date: Wednesday, November 5, 1969

A PANEL DISCUSSION ON MIGRANT CHILDREN AND MIGRANT WORKERS

I. Introduction

A. Members of the panel were introduced and welcomed to the Institute by the Director, Dr. Cheyney.

B. The format of the day's activities were set forth by Dr. Cheyney who asked that each panel member:

1. tell about himself
2. tell the kind of work he does
3. tell the concerns each has dealing with migrant children and migrant workers
4. entertain questions, with discussion following

II. Panel Members' Presentations

A. Mr. Rollason explained the organization, Redlands Christian Migrant Association, and his own background in dealing with migrants since the early 1950's. In his previous work with the Dade County Port Authority, nonscheduled airlines were bringing into Dade County, Puerto Ricans, often with false promises of jobs, and, then, abandoned. He told of a young Puerto Rican couple who offered to sell their baby for $10 to be able to get to New York where they thought they had relatives since they had paid their transportation to this airlines on the false promise of work. This experience began Mr. Rollason's involvement with the migrants.

The Redlands Christian Migrant Association has three day care centers for migrant children. He cited the need for the churches to offer community services for the migrants.

B. Miss Smith explained that the name of her organization was now Florida Rural Legal Services with four South Florida offices, with her office in Homestead. They represent migrant and rural workers in the civil area, but not in criminal cases. The free school lunch program has posed a problem for them in that many eligible students are not receiving these lunches--perhaps as many as half. The migrant workers have a minimum wage of $1.30 per hour, with seasonal work, and expensive costs for food, housing and travel. Teacher attitude was cited as a factor of value judgments in the absence of specified criteria on eligibility for free lunches. It was mentioned that outsiders make value judgments on who does or does not receive free lunch. Family income and size of family were cited as valid criteria for free lunch recipients. Federal law forbids discrimination against free lunch recipients.

C. Mr. Alexander explained that he was a migrant crew leader since 1963 in Dade County until he became affiliated with the Organized Migrants in Community Action when he could not serve as a crew leader. He had to furnish buses, trucks and equipment for the workers to use as crew leader.

D. Mr. Lucerne said that he felt the migrant program was diminishing. He employs about (peak season) 130 people on a 1,000 acre farm. His two contractors provide their own workers' equipment, pay workmen's compensation, and carries his own insurance. The workers are based on a $13 day, at $1.60 per hour, paid on a piece rate of work basis. He termed as "a losing battle" the efforts to have workers learn about mechanization and equipment maintenance. Mr. Lucerne expressed his feeling that the migratory life of the migrant worker, through mechanization, would soon end. He expressed concern over worker lack of initiative to better themselves, to prepare for mechanization. In working his crews, he cited problems of human relations among ethnic groups such as Negroes and Puerto Ricans. Voluntary classes were held at Redlands School in mechanics a few years ago to help the migrant workers learn a trade in machine maintenance. From 50 enrolled, by the fourth class meeting only 8 remained, and the class had to be abandoned even though the participants were paid by the grower to attend the class.

E. Mr. Juarez explained his migrant life background in Texas, Ohio, Arkansas, Missouri, Mississippi and Tennessee before coming to Florida 8-10 years ago. He picked or harvested sugar beets, cotton, tomatoes, potatoes and other crops. He explained the difficulty in getting better jobs and that the Organized Migrants in Community Action was founded about two years ago with its purpose to give migrants a better voice in dealing with Federal programs and local agencies which are supposed to be responsive to the needs of migrant people, to deal with some of the problems migrant people have with schools, community agencies, and people in local communities. It started as a self-help program but now has a $17,500 grant to support its program with migrants and agricultural farm workers. He expressed the feeling that migrant workers have been exploited, discriminated against, and abused by farmers, contractors, businessmen, and even government agencies which are designed to help migrant people. In the fields, he said, all migrants work together, noting that the Puerto Ricans often work as singles while the Mexican Americans travel as a family. The language barrier, with inability to read, is a parents' problem with school

forms even to receive free lunch. With his seven children and his desire for their education, he sold his truck as a contractor to live in a community all year. He explained often those who are presumed to be experts on migrant life never come into the camps or fields and know only what they have heard. A family in a 7' x 7' shack cannot lead a way of life like other people. Daily wages over a 4-5 week period, are all right except when it rains or when the pickings are about gone. Then, he has to travel elsewhere, wait for the crops to ripen, wait for the rains to stop, and pay expenses throughout it all. The shack rents for $25 - $30 per week. Food, clothing, housing, travel and health expenses go whether or not the worker can work in the fields, whether or not money is coming in. Commodity foods are given out much better now than in past years.

The organization is non-profit, urging cooperatives, a credit union, buying houses, and coordination of efforts by government and community agencies.

III. Questions by Participants of Panel Members

A. Family income of $3,000 or less, for a family of four, was suggested as poverty level for free lunch eligibility.

B. From 10-12 people live in a 7' x 7' shack without running water, group toilet facilities, and no private shower facilities.

C. Despite higher food prices, migrant workers have not shared in this increase to affect their livelihood. Until quite recently, the agricultural industry controlled federal legislation, as they still do in the states, affecting even wages of agricultural workers. There seems to be opportunism in working with migrant people on the part of many. People claim concern over the migrants, but, many don't give a damn about them in fact. Housing for migrants receives low priority locally.

D. Potatoes in Dade County are 96% mechanized, and this trend is increasing, suggesting that within three years there will be no need for outside-of-Florida agricultural workers. Citrus is becoming mechanized. New York grapes are being developed to mechanization. Local tomatoes, ripening simultaneously, are on the way.

E. Massive adult education seems to be the answer. Present efforts resemble using a garden hose to put out a forest fire. There is NOT a real concern for the migrant in Dade County. As the migrant is concerned, the liberality of Dade County is a farce!

F. Health Department personnel, staff, and services for the migrant are excellent. Red tape in Dade County government suggests the attitude of "migrants, get lost!" The schools are not interested unless federal money is involved.

G. Money for the picker was questioned. There is competition for jobs, bad weather, responsibilities, insurance for trucks, expenses of trucks and workmen's compensation, and costs of pickers, crew leaders, haulers, graders, loaders, and field workers out of 55¢ per box of tomatoes facing the contractor. Unless the contractor can operate on a large scale with a number of crew leaders, he can be hard pressed to make any money, and the migrant worker gets what's left.

H. Ownership of the migrant labor camps was questioned as well as their operation. The minimum housing code of Dade County does not apply to "temporary housing" with migrant housing defined as temporary housing, despite their operation for over 20 years.

I. Over two million boxes of limes and avocados are picked each year in Dade County at a cost of 90¢ a bushel for labor. Turnover among workers is over 60% in a year with wages of $1.60 minimum per hour despite year 'round workers. The contractor takes 35¢ a box. Over 30% of the limes went unpicked and were wasted.

J. To the idea of burning down the migrant housing, it was suggested canal bank camping was no answer,for problems of health and decency.

K. The migrant worker often does not know of federal and community agencies to aid him. He fears being fired and is concerned over the uncertainty of life when he works away from the migrant life. He becomes frustrated when felt to work harder than others without a migrant background. Rent for shacks, living in slums, and a feeling of being taken disgusts the migrant worker. The migrants may be uneducated, but they are not stupid. They are tired of promises, and of being studied. They want the guarantee of wages being reported to Social Security. If the crew chief or contractor is to collect Social Security for the migrant worker, they may quit leaving the worker working under the farmer directly. On the other hand, with the workers and wages under Social Security specified and reported under the contractor's name, he can assume the responsibility and handle it honestly and well.

QUESTIONS

1. What is your feeling regarding the contention that the concern in Dade County for the migrant worker and his children is not one of <u>real</u> concern? Why do you feel this way?

2. What prospects for the future of migrant labor do you envision as a result of mechanization?

3. What is your feeling about massive adult education for migrant workers to enable them to leave migrant life and to provide their own housing?

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. John Strickler, Associate Professor
School of Education
University of Miami

Date: December 6, 1969

THE SOCIAL STUDIES -- VEHICLE FOR MIGRANT EDUCATION

I. Introduction

A. The primary objective of migrant education is to equip the migrant child with the skills necessary to enter into the mainstream of American life.

B. The social studies can contribute more toward this goal than any other area of the curriculum.

II. Social Studies in Migrant Education

A. The textbook is not the determiner of the content of social studies, but, rather, the teacher is.

B. Adequate migrant education has not been accomplished because of the mobility of the migrant and because of the inappropriateness of traditional curricula.

C. The social studies can equip the migrant child with valuable knowledge and skills needed for his future. To do this; strategies for teaching him have to be retooled.

D. When selecting social studies content for migrant children, the teacher should assess the social lives of the students and choose content based upon the weaknesses discerned. This means that coverage of traditional topics may not be appropriate.

E. It is the responsibility of the teacher of the migrant child in the area of social studies to translate content into learnable tasks. A teacher who recognizes that the migrant youngster has certain learning strengths derived from his environment can be more discriminating when choosing teaching methodologies.

F. A teacher who combines appropriate social studies content and teaching methods will be more likely to help migrants acquire the skills necessary for them to control their destinies.

G. When attention is directed on the process rather than the products of teaching, the children learn about themselves and how to anticipate problems of the future.

H. Projects such as "significant others," our community project, reenacting a social studies event, and "finish the story" are examples of stimulating and inspiring social studies experiences with culturally disadvantaged children.

I. Recognizing different learning styles, the teacher may take different approaches to content in the social studies.

J. A child becomes a mirror of his social world, and the migrant child becomes disadvantaged when he is asked to function in an environment other than his own.

K. Teaching methodologies and curricular development need to use the strengths of the children as guidelines to make educational experiences more meaningful to them.

III. Summary and Conclusion

A. Using strengths of children to advance their learning is nothing new, but, as teachers of migrant children, we need to identify and use their experiences of strength.

B. The traditional curricula are unsuited in content and by teaching strategies to the needs of the migrant child.

C. Through social studies the teacher has a vehicle to migrant education which will equip the migrant child to learn about himself and how to handle life situations in the future.

QUESTIONS

1. Illustrate projects in the area of the social studies through which the education of the migrant may be more effective.
2. Explain which teaching strategies are best suited for meaningful educational experiences for the migrant child.
3. To what extent, explained, do you view social studies as the vehicle to migrant education?

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. Jack A. Reynolds, Professor
Department of English
University of Miami

Date: December 6, 1969

A LINGUISTIC APPROACH TO DIALECT STUDY

I. Introduction

A. In a "devil's advocate" role, it was suggested that in order to reach the students who do not speak standard English well we must study their dialect, and through understanding it, then, to be able to aid them in their standard English.

B. Certain forms of English are effective within a given range of communicating ideas, but they have a limited range for the expression of thoughts. Except for the stylist or grammarian, there is no real meaning to "good" and "bad" English.

C. The term "dialect" has both scientific and emotional-moral meanings. Most of us understand several dialects of English.

D. There are about 2600 languages and at least 40,000 dialects in the world, at a conservative estimate.

II. Dialect Study from a Linguistic Approach

A. Dialects are not to be looked down on, since a dialect may become the language standard. They are to be studied and understood. Dialects shift and change in importance. The dialects of the children we teach should be studied to know the language in which the children think.

B. The knowledge of sentence structure, sentence patterns, and speech habits of dialect-speaking students will aid the teacher in communicating with these students. We need to know enough about the dialect-using student's language processes to understand the linguistic processes he follows in order to guide him in the processes of standard English.

C. One of the basic differences between "languages" and "dialects" is that a language is official, national, and literary, while a dialect lacks national or official recognition as a standard for communication in which literature is produced. When speakers of different dialects can no longer communicate with understanding, then, the dialects become separate languages on a scientific level. Even where there is free communication among speakers, the "dialects" are languages when they are national or official.

D. In the English-speaking islands off Florida, such as the Bahama Islands, the spoken English there reflects the initial migration of English-speaking people, who spoke different dialects, because of which the present language evolved over time.

E. From roughly 1700-1750, English spoken in what is now the United States underwent a marked change from the "dialect" introduced into the colonies prior to 1700. The standard for language among the elite became

the pattern of English spoken in Oxford-Cambridge-London "Triangle Area." The importing of English teachers and books brought about a shift from the Northern to Midlands dialect among the elite. Following the American Revolution, largely, we continue to speak under the London dialect of 1750's. By understanding the dialects we can aid in helping others to learn and speak standard English. The vocalization of the language is accent, since the written expression of the language remains the same.

III. Summary and Conclusions

A. The child must understand that his dialect is perfectly good in his own situation but that through the use of standard English he can increase his communication process and communicative ability.

B. Except for certain deficiencies in communicating ideas, dialects are not better or worse than each other.

QUESTIONS

1. Explain the difference between language and dialect.

2. In the technicalities of language, explain how a dialect may become a language.

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. John Niemeyer, President
Bank Street College of Education
New York City, New York

Date: December 13, 1969

HOME-SCHOOL RELATIONS WITH DISADVANTAGED FAMILIES

I. Introduction

A. America is a multi-ethnic, multi-racial, multi-cultural society, and our democratic task is to recognize it and make it work, to see that there is as much opportunity as possible and as much equality as is reasonable in human experience within the multi-group, multi-cultural organization.

B. A curriculum based on a positive self-image has a continuous thread throughout the experiences in school, year by year.

C. Teaching should be done within the context of relevance in order that the experiences are meaningful.

D. In working with poor people, it is worth noting that they look to the school for the hope that their children will have a better life than their own. Once a teacher proves himself with the child, skin color is of no concern to the parents.

II. Bringing Parents Into the Educational Process as Partners

A. Despite the school experience, children return to their home environments and neighborhoods.

B. Among the poor, the mothers carry most of the burdens. Their chief concern is their loneliness, followed by physical fear.

C. The stimulation by television does not draw on feeling or smelling or touching for the child. In the schools, we have an opportunity for children to feel, smell, touch, taste, experience, get into contact with, and learn specifics which are rooted in the emotions.

D. Physical illness, poor dental care, and the inconvenience of going to clinics and waiting, especially when there are little ones to be cared for are of real concern to poor whites, Puerto Ricans, and blacks.

E. Among the poor, the low socio-economic level of society, the problems know no racial lines.

F. The developing view is that the schools have to become family centers. About 90% of the "damage" seen in a six-year old child has taken place before that child is three years old.

G. Parents need child care to enable them to work and to get off of welfare. Their self-views are often of being failures, which have to be overcome to advance their motivation.

H. How a child feels about himself is the basic guide to what we call "motivation." People have a right to their inner-light.

I. The involvement of parents in the physical facility and its staff selection as well as the operation of a day-care center aids the parents in their own motivation. By the age of eight, the apartments and dwelling units are out-grown for play. The children take to the streets, and, often, this leads to crime. The mothers learn, through the centers how to do things

differently, and family life changes in the homes for the better.

J. The role of the teacher of the disadvantaged is difficult, but it is our job.

III. Summary and Conclusion

A. Based upon practical experience and personal contacts, the basic problems among the poor are about the same, and, to be effective, schools and teaching must view the home as a partner.

B. For all children, regardless of socio-economic status, doors for successful, productive, and happiness in the future are opened through the schools. This point is especially true for the poor and disadvantaged.

C. As teachers, we have to enter into an empathic relationship, understanding the problems of the parents of the poor and what they endure just to survive.

D. In working with disadvantaged parents teachers need patience, to be able to return love in the face of what appears to be hatred, to keep the focus on the efforts to do what is right for the child, and to work with the parents as partners.

QUESTIONS

1. Explain how home visitations may be arranged and conducted without perceived threat or invasion of privacy by the parents of disadvantaged children.
2. How can parents be viewed as partners in the schools?
3. What qualities are needed as a teacher in reaching out to make partners of the school of disadvantaged parents?

BANK STREET COLLEGE OF EDUCATION
216 West 14 Street, New York, N. Y. 10011

December 19, 1969

DEVELOPING EFFECTIVE HOME-SCHOOL RELATIONSHIPS

Suggestions to "Migrant Child" Institute, University of Miami, Coral Gables

by John H. Niemeyer

I. Purpose: To support the learning of the child.

II. Reasons for: By the teacher's establishing a partnership relation with the parent in the task of educating the child:

1. The teacher gains information re the child's out-of-school life, thus obtaining leads to the child's interests, accomplishments, fears, needs, relationships with siblings and others influencing his life-style, etc.

2. The teacher has the opportunity to help the parent in helping the child -- to influence positive treatment, counteract undesirable treatment, in relation to parent's child-rearing problems, home work (if any given) and non-school-related activities.

3. The teacher often receives valuable advice from parent re dealing with the child in school.

4. If a moment of crisis comes, the parent will have more of a sense of trust in the teacher if the teacher has evidenced interest in the child and his learning.

5. The child (particularly 8 or 9 years and younger) has more a feeling of security, of integration in his life, if he knows that the parent is interested in school. (By 10 or 11 some children may be in a development stage in which it is ego-strengthening for there to be more differentiation between school life and home life. This does not mean, however, that the teacher should not keep a relationship with the parent to accomplish points 1 to 4 above.)

6. The parent gains knowledge about school needs, school operations, and can thus be a more thoughtful citizen in relation to education.

Examples of what teachers might do.

1. Write short warm note of welcome to each new family.

2. Make home visits -- if parent responds to suggestion with an invitation.

3. Try to send home information about something good a child has done. Keep check list and see that every child is covered. Written notes, phone calls, simple black and white snapshots, etc. (If you have reported some "good" things, you will have a more receptive ear when you want to talk over a problem.)

4. When a problem exists, usually approach parent with, "I would like to have your help..."

5. Invite parents to see class presentation.

6. Other:

Examples of what school might do:

1. Set aside a "room" (ranging from a sizable room to a newly painted large closet to a sitting space in a foyer or a hall) for parents to use in ways they devise.

2. Help parents plan morning coffee (tea) times.

3. Set up system of 1 or 2 "room mothers" per room -- and give the secretarial, phone, and other support to initiate and keep operative such a system.

4. Principal should meet regularly with "room mothers" -- not just when there are problems.

5. Principal should write a short warm note of welcome to each new family.

6. In bi-lingual school, send out notices in two languages.

7. Help teacher to find adult or older child to translate into the second language the welcome and other notes which a teacher wishes to send home to parent.

8. Help teacher find adult interpreter for parent conference if one is needed.

9. Find "neutral ground" location for parent-teacher visit if it is believed that parent may be embarrassed at coming to school or by having a stranger visit her home. (Nearby church-community center,etc.)

10. Other:

Some suggestions for what school system might do:

1. Provide small sums of petty cash to principal who is trying to get parent-involving activities started.

2. Hire teacher aides from the community and provide funds for in-service program of training of teachers and aides as teams.

3. If there is a sizable population of families in great need of help, hire school social worker and community or fanily aides. (Again team training is important.)

4. Other:

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

Lecturer: Dr. Elizabeth Sutton
U. S. Office of Education
Washington, D. C.

Date: January 10, 1970

A CURRICULAR FRAMEWORK FOR MIGRANT EDUCATION BASED ON EXPERIENCE

I. Introduction

A. As teachers, we have heard that we must know the background, experiences, and needs of the children we seek to teach. Do we do these things, or, in turn, do we think in terms of our textbooks, and "standards" that we cover a specified number of pages within a specified amount of time?

B. Some of the factors in the life of the migrant child which need to be noted are:

1. The curriculum is defined as all of the experiences of the child under the direction of the school or over which the school takes leadership.
2. Learning experiences are the curriculum.
3. The life of the migrant child is characterized by mobility. He may live in seven states in one school year.
4. Rapport may be established by a teacher with a migrant child by discussing with him his travels.
5. With the migrant child, the teacher has to "sell" herself, school, and the experiences in school.
6. Use the experiences of the migrant child to contribute to his mastery of subject areas. Use his memory of experiences--what he has seen, where he has been, his awareness of differences in schools and climate, by letting him talk, play, dramatize, write poems, and write stories about his experiences.
7. Resource units can be developed out of revealed student experiences, carrying a crop from its planting to consumption, for example.
8. Learn from the students, since the textbook description of a process may be incomplete ... pulling rather than picking cotton, as an illustration.

II. Curricular Experiences Based on Migrant Experiences

A. While the migrant child travels,

1. he is not likely to rest in the usual travel accommodations,
2. his meals are likely to be service station snacks, and
3. his travels are likely to be near continuous, for travel, eating, and sleeping.

B. What of enriching the migrants' travel experiences, such as,
1. using powdered milk as a milk drink,
2. using canned goods
3. using canned meats, and
4. playing games, such as "mule poker"?

C. The migrant child grows up early. He is very likely to have adult experiences in babysitting and child care, even as a child. He is likely to have to engage in meal preparation, laundry, and household chores at a very early age.

1. Might we use games, pictures, posters, poems, and songs in our curriculum, which the migrant children could use in their family responsibilities?

2. Might we use their family's expectations as an incentive for their reading in meal preparation, games and chores?

3. Might we extend vocabularies, based on their experiences?

4. Art lessons, music, language arts, geography, and reading can be based on migrant experiences and their needs.

D. At a very early age, the migrant child becomes a wage earner. He has little knowledge of budgeting, priorities, savings, and the wise use of his money.

1. Readiness for reading and for mathematics can be fostered through a shopping supermarket visit.

2. Responsibility can be shared among students for reaching a group goal, such as planning for, shopping, and serving a party.

3. Could we have students prepare a budget for a week, or a month, for a family of four?

4. Could we have a "store" at school, specifically for use by migrant children? They can do the buying, the selling, the record keeping, and noting the profit.

E. To meet the needs of today's disadvantaged youth, curricular experiences must markedly change. In addition to the skills of literacy, marked strides are taking place in equipping disadvantaged youth with marketable skills and an enhanced sense of personal worth and societal contribution. Pre-vocational training is also called for. Nationally, many schools are dealing with these sorts of things.

F. The migrant child is likely to be plagued by various kinds of illnesses caused primarily by:
1. unsanitary living conditions,
2. inadequate diet,
3. poor, imbalanced nutrition,
4. lack of, or inadequate immunization,
5. improper eating habits,
6. lack of regular health check-ups, and
7. frustrations caused by making repeated adjustments to changing living situations.

G. As the migrant child travels from state to state, he is likely to lack having the educational advantages of his travel experiences pointed out to him. These experiences can be extended through the use of post cards letting you know where he is, and what he has seen. He can be furnished with leaflets from the various Chambers of Commerce to learn what to look for, what to see, what to bring back to report on when he returns. A migrant child may keep a diary of his experiences as he travels. To contribute in class helps any child feel important and secure, and he feels he belongs and is wanted as well as accepted.

H. The life of the migrant child is usually lived apart from community living, and he is not able to share in the usual community ways of life or of aspiration.

1. Provisions may be made within the community by interested families to share their homes, their pools with migrant children.

2. Community organizations, such as Boy Scouts, and Girl Scouts, may include migrant youth within their membership and activities.

3. As a group, migrant children have been all too long segregated from community living, hence, mobile schools are not too strongly desired.

III. Summary and Conclusions

A. Through its curriculum, the school must provide for the needs of migrant youth.

B. The experiences of the migrant youth need to be incorporated into the curriculum to promote learning among the migrant youth.

C. Since learning experiences are the curriculum, the guiding of migrant children's learning must bear in mind their unique backgrounds, experiences, and, yet, their needs to belong, to contribute, to share, and to be accepted.

QUESTIONS FOR DISCUSSION

1. Illustrate use of the project or experience unit in four subject areas with migrant youth in a grade level you designate.

2. What can be done to enrich the educational value of a migrant's travel experiences?

3. How might we help a migrant child with money handling wisely?

University of Miami School of Education

EPDA INSTITUTE 1969-70
Teachers of Migrant Children
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Date: January 17, 1970

THEORETICAL ASPECTS OF READING RELATING TO MIGRANT CHILDREN

I. Introduction

A. While some of the learning problems of migrant children are unique, they tend to be like other children in learning to read. Often, a commitment to learning is lacking by the migrant child and his parents.

B. Members of the migrant family often have feelings of alienation from society--they feel different. How do you view them? Obviously, this has a bearing on how the children do in the learning community, the school.

II. Barriers to Learning

A. One of the major barriers to learning is anything which lowers his self-image in his own eyes, or, as he feels he is viewed low by others.

1. Failure can be a self-perpetuating experience.
2. The avoidance of the failure cycle is of primary importance as a teacher can let a child experience success.
3. The absence of continuity and stability to the educational experience is a barrier to learning with migrant children.
4. The types of methods and materials used by teachers with migrant children are often perceived by the children as a threat rather than as a challenge. Do they have the background, tools, and experiences to enable use of the methods and materials we often propose to use with them?

B. Reading is a tremendously complex process. Failing to learn to read poses crippling functioning in society today.

1. All of our learning starts out at a very concrete level - what we can hear, taste, smell, feel, or see. We collect sensory data filled with information, some of which we pay attention to while not all of it. We tune in to what appears to be relevant as we select from all the input as we scan the learning environment. An attention deficit may be due to trying to "take in" too much of the environment. Environmental control in the classroom often has to be handled through a definite and deliberate attempt at control of environmental distractions by the teacher.
2. In the higher forms of learning, we can see the effects of what happened at the sensory-motor level where learning starts with the input. Even at this bottom level of learning, there is deprivation for some children.
3. At the level of perception, meaning, at one level or another, takes place. It can be viewed as a clustering of stimuli to give them meaning. Without perception, there can be no reading! The development of visual-motor matching skills are often neglected through inadequate experiences among disadvantaged and deprived children. In the reading process, these youngsters often meet with a great deal of difficulty. Perception is visual (processing what is seen) and auditory (processing what is heard), particularly, in reading.

4. The reading process relies on discrimination of shapes and forms. The shape or form seen visually has to be matched motorically with what is seen. With many youngsters, there is a lack of mastery in matching visual-motor tasks. There may be a delayed development among many youngsters in this task. Basal textbooks with content related to unknown experiences are not needed. Can differences be discriminated visually? Then, can matching motorically occur? When you write a word, you reinforce your reading of that word. You groove a sequence of movements to write your name in automatic responses, with accuracy.

5. The perceptual area of reading is concerned with decoding. The discrimination process in reading also involves eliminating irrelevant stimuli to focus on appropriate stimuli which are relevant.

6. At the higher levels of perception, there is more than the mere translation of language sounds. Youngsters have to learn how to perceive patterns in order to respond to them with accuracy.

7. Auditory discrimination is also required in reading to differentiate between sounds and to note differences in sound patterns. The appropriate sound also has to be associated with its appropriate letter and word value.

8. Children need to learn that written words represent specific sound patterns and values. Concentration by the teacher on regular spelling words (rather than irregular orthographic changing words) can aid the child in this task. By responding to basic patterns, children can handle many words in context as they perceive and respond to basic spelling patterns. In reading, we have to be more concerned with perception.

9. To get at word recognition, two approaches may be used:

a). synthetic - a synthetic approach to word recognition builds up to the word by the pieces, the letters.

b). analytic - an analytic approach to word recognition is concerned with the whole, its parts, and back to the whole again.

Generally, automatic responses to patterns is preferred for most children.

10. Beyond the concrete level, there is the abstract level of learning. For all children, a major objective for all learning is the development of concepts. Concepts may be viewed as accumulations of percepts. Once we perceive, we incorporate what we perceive into a matrix. We gather and associate meaning to percepts in clusters. The ideas and generalizations are saved as concepts.

11. With the migrant child, concept-attainment and concept formation are handicapped by his lack of experiences leading to perceptions on which concepts depend. The most abstract concepts are developed by those with the most facility in word knowledge and word meaning with which to verbalize experiences. Many of the concepts children develop must be derived through reading. Reasoning, judgment, and application will depend upon the conceptual content, which cannot be overlooked.

12. With suspected brain damage or neurological dysfunction, referral to a neurologist is called for and recommended.

13. With some youngsters, use of initial teaching alphabet may be a wise strategy to follow, particularly in working with the child whose experiences in the use of traditional orthography have not been successful.

14. The knowledge of the alphabet, when it is made relevant, also teaches the child an example of sequencing.

15. It is inviting unnecessary trouble for parents and for children to burden the child with homework assignments. Instead, let the child take home with him work he enjoys and wants to do on independent assignment. Parental aid in homework lessons or tutoring may invite a great deal of unnecessary problems for the child and for the teacher.

QUESTIONS

1. Explain why drawing on the experiences of migrant children is vitally important to their learning a) from a self-concept concept framework, and, b) from a learning framework with an emphasis on perception.

2. Explain the importance of and necessity for reading for concept development.

University of Miami School of Education

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Teachers of Migrant Children
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Date: January 24, 1970

DEVELOPING CHILDREN'S LANGUAGE POWERS

I. Introduction

A. In working with the development of children's language powers, as professionals, the most important thing to get clear in our minds is some sort of framework for the entire field.

B. This framework is abstract, but, following its presentation, practical illustrations will be made.

II. Developing the Language Powers of Children

A. As teachers, so much of our work is concerned with skill development or with concept development that we have sometimes forgotten that why we strive for skill and concept development is to increase or to support the exercise of power by the learner.

B. When talking about power development in the area of language, we are talking about powers that will be exercised by the child whether we teach him or not. These powers may not be well developed, but he exercises them even if he lacks skills and concepts we would like him to have. Human powers, which are exercised with or without formal education, include:

1. the power of expressing/responding
2. the power of inquiring/ questioning/finding out
3. the power of organizing/forming/creating
4. the power of interacting/relating
5. the power of interpreting/performing
6. the power of meditating/thinking

C. Many of the migrant children come to the school from an oral culture. Given an opportunity for story-telling, many migrant children may surprise a teacher with the powers they do have.

D. Skills contribute to the exercise of human powers. Concepts need to be deepened to exercise powers more effectively.

E. Values are reflected in language goals of:

1. precision (vocabulary)
2. achieving complexity (skills, leading to concepts)
3. syntax (grammar)
4. order, form
5. impact and delight.

F. Vocabulary developing is the most neglected area in language arts as contrasted with grammar and sound system (including phenology and dialects). Children require the knowledge of the words used in their reading associated with appropriate and meaningful experiences.

1. Every child comes to school with the vocabulary required in his language community.

2. Vocabulary develops in accordance with one's experiences and the language means through which to express and communicate meanings and distinctions in experience.

3. There are 34 words on a vocabulary check list (Frazier) dealing with the concept of size.

4. All children think, and the more concepts one has, the more precise the thinking can be.

5. Relatively speaking, grammar is far down in priority as related to communicating experiences and exercising human powers.

6. Definitions, noting the function or attributes, ought to be strongly emphasized in our language arts work with children.

G. The emphasis in the "new grammar" is on the process of combining simple or kernel sentences. By the age of 4 or 5, in the native language, children combine kernel sentences as they exercise their human powers.

III. Summary and Conclusion

A. In developing the language powers of children, language powers are the focus rather than skills and concepts.

B. The exercise of the powers is the base of operation.

C. In developing language powers of children, the powers are exercised all day in all areas.

D. The goals, like precision and complexity, have to be spelled out and tied in with the exercise of language powers to be effective.

QUESTIONS

1. Illustrate how use might be made of the various language powers in areas of the curriculum other than language arts.

2. Explain the implications in the conducting of an elementary school day with an emphasis on language powers rather than on skills and concepts as the focus of emphasis in language arts.

3. How may a teacher capitalize on the oral communication culture of migrant children in vocabulary development?

University of Miami School of Education

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THE TEACHER AS AN ACTOR

I. Introduction

A. The Creation, by James Weldon Johnson, was read to illustrate that the teacher must set the example of animated reading and that choral reading may be an effective technique.

B. Learning is an active process, rather than a passive one. As emphasized by John Dewey, the learner who is involved in the activities and experiences in the classroom profits from his involvement and participation in the learning process. Thus, the teacher must be an "actor" in two senses of the word--in the broadest sense, an "acter", and, in the narrower sense, an "actor".

II. The Teacher as an ACTER

A. Regardless of how he feels, the teacher must act as if every single class period of every single school day is a period to be relished, a period to be lived to the fullest. Despite his feelings, physically or emotionally, the teacher must be an acter. One's voice, one's body, and that indefinable something which is called personality are the tools of the teacher as an acter.

1. voice
   a). The teacher must have a good speaking voice.
   b). The qualities of a good speaking voice are:
      1). pitch - appropriate to age and sex of the individual.
      2). force - better too loud than too soft; variation essential for emphasis.
      3). articulation - "that speech is best which calls the least attention to itself"; articulation varies in accordance with the size of the room or space, and one need not be overly precise or slovenly in speech.
      4). rate - 140-180 words per minute note the extremes of speaking; slow the rate for emphasis or when in a large room; make use of pauses for emphasis; the rate of speaking is preferably too slow rather than too fast.
      5). quality - the quality of the speaking voice may aid or detract from the speaker's effectiveness in addition to providing clues to difficulties other than the speaking voice.

a. nasal - <u>sometimes</u> symptomatic of either adenoids and/or conductive type of hearing loss.
b. denasal - <u>may</u> be due to being overly aggressive or <u>may</u> suggest a nerve type of hearing loss.
c. metallic - harsh
d. breathy - husky - hoarse.
e. heavy
f. muffled
g. thin - lacks animation.

2. body
   a). empathy - the ability to sense, to feel, to perceive, to experience the sensation of the depth of meaning of experience (s) of another person as it is known, in every sense, to that other person.
   b). posture - demonstrating by one's posture vitality and enthusiasm in one's life's work.
   c). movement - one's movements also communicate; variety is needed.
   d). standing/sitting - physical locating of one's self appropriate to the learning task at hand for promoting effective learning.
   e). facial expressions and eyes --the verbal communication of caring, of being sincere, etc. can be ruled out by a student's perception of his teacher's <u>real</u> meaning as he deduces it on factors such as eye contact and facial cues; smile.
   f). gestures - gestures appropriate to the experience can aid in gaining and in directing attention; they should not be overdone.
   g). mannerisms - distracting mannerisms can interfere with a student's attention to his teacher.
   h). non-verbal communication - even words have no absolute meaning, as illustrated by reading a poem with different tonal inflections on different words in separate readings.
3. personality
   a). One's voice and speech "tell on you". Teacher rigidity was illustrated by the art gallery example.
   b). It may be necessary to be an actor when you are tired or discouraged, to rise above your own feelings in order to act.
   c). A good sense of humor is necessary for the teacher.

B. Every teacher is a teacher of speech, but the elementary teacher, especially, teaches speech. In the conduct of classes, the teacher is to aim toward the norm--recognizing speech may be too good just as it may be too poor, for both the teacher and the students. We learn speech from what we hear.

III. The Teacher as an ACTOR

A. As an actor, the teacher may make use of creative dramatics developed as technical skills for effective teaching. Included among such techniques are sociodrama, psychodrama, and role playing.

1. The late Bertrand Russell (in IDEAS THAT MATTER, p. 200) wrote:

> The first thing the average educator sets to work to kill in the young is imagination. Imagination is lawless, undisciplined, individual, and neither correct nor incorrect; in all these respects, it is inconvenient to the teacher, especially when competition requires a rigid order of merit.

2. The members of a class may set up a "court" for the handling of discipline problems within the classroom.

3. Through mock home situations, the teacher may discover the child's attitude toward his environment rather than to rely upon what is seen and perceived by the teacher resulting from a home visit. Most children sing "Home, Sweet Home" no matter how sour the melody may seem to us as teachers. With use of sociodrama, psychodrama, or role playing, the interpersonal relationships in which the child is involved may be acted out, enabling the teacher to derive insights into each child's uniqueness.

4. Such activities as sociodrama, psychodrama, and role playing not only provide the teacher with insight, but, also, may give the child an emotional release which he has never experienced before.

IV. Summary and Conclusion

A. One's voice, body, and personality are the tools of the teacher as an acter.

B. Every teacher is a teacher of speech.

C. Learning is an active process with the involvement of the student as a learner.

D. As an actor, the teacher may make effective use of creative dramatics such as sociodrama, psychodrama, or role playing.

E. Creative dramatic techniques in teaching provide the teacher with valuable insights into each child's uniqueness as well as the opportunity for emotional release for the child.

QUESTIONS

1. Why may it be contended that "Every teacher is a teacher of speech"?

2. What implications are there in teaching migrant children, particularly, for the teacher to be an acter?

3. ...an actor?

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MEASUREMENT AND EVALUATION OF THE MIGRANT CHILD

I. Introduction

A. "Why bother giving a test to these disadvantaged migrant children? You already know their scores will place them at the bottom of the barrel." "How am I expected to evaluate the progress of migrant children in my classroom when they cannot even read the items on the tests I prepare and give the other members of the class?" These comments are familiar ones, noting something of the dilemma faced by a classroom teacher in the area of measurement and evaluation with disadvantaged children.

B. If there were a magic wand to be waved, a secret formula to be applied, or a foolproof technique through the use of which to overcome these problems, it seems reasonable to assume that it would be widely acclaimed and proudly hailed for the noteworthy contribution to education it would be.

C. At most and at best, this presentation will cover some of the pitfalls to avoid in making use of standardized test data, data derived from objective teacher-made tests, and data derived from oral and performance techniques for pupil evaluation. In addition to these points to be covered, extending beyond present professional writing in measurement and evaluation, some thoughts will be shared on the breakthrough which is conceded to be needed when measuring and evaluating children from culturally different backgrounds.

II. Measurement

A. In the elementary school, widespread use is made of scholastic aptitude and educational achievement standardized test instruments rather than other types of tests.

1. Measurement refers to the objective administration and scoring of standardized tests while evaluation refers to the intuitive value judgments in the interpretation of the results from having made use of standardized tests (Stanley).

2. The highly objective extreme in test interpretation is termed "psychometric", while the more subjective interpretation is known as an "impressionistic" extreme in test interpretation (Cronbach).

3. Teachers have become somewhat sophisticated in recent years in not confusing a student's IQ with his capacity to profit from instruction. They realize that there is cultural bias favoring the middle class, not only in standardized tests, but, also permeating the public school system and its programs of study. If there were, in truth, different materials, different methods, diffierent techniques, different activities, different experiences, and different accommodations of diverse cultural backgrounds, ability grouping would lead toward prescriptive educational programs in accordance with pupil needs.

4. With local use of stanines rather than of grade equivalents, certain of the abuse in the misinterpretation of educational achievement test data has been reduced. A grade equivalent does not mean an equivalent grade. The student whose score places him higher than his grade placement simply demonstrates thorough mastery of the content expected of him for his grade placement. Similarly, a student whose grade equivalent places him below his grade placement shows only that he has deficiencies when comparisons are made of his level of achievement against the level which is typical for his grade placement.

5. By definition, anything defined as "average" has half above and half below whatever it is that is defined as average. People are similar, but people differ, too. Each person has something which, for him, is a strength. Are we, as teachers, to rob him of that strength, or, are we to capitalize on that strength to aid in his developing even greater strength? This awesome responsibility a teacher may count on, for there can be no assumptions on parental attitudes of support, concern, caring, sharing, or environmental support, or a religious upbringing, or a community awareness or concern. When the chips are down, the classroom teacher has been, is, and will continue to be the primary agent of society for the education of youth. What are you going to do? What have you been doing? Where might you venture into the unknown to teach human beings, who may learn? Are we, in essence, suggesting that children are incapable of learning? Why, then, is it the fact it is that they are not learning? As teachers, we are telling them, but are we teaching them? Therein lies the challenge.

6. As data from standardized tests are concerned, a breakdown of overall test scores into a reporting on each pupil's success level on each related concept covered on the entire test has to be established in order to put the data to any meaningful use. Otherwise, there is the burdensome task of copying test results into a cumulative record folder, where they collect dust and are used to perpetuate labeling, classifying, grouping, and pretending to offer "quality" education which, in the main, is irrelevant, unmeaningful, unnecessary, and unrelated to personal success in the world except for formal schooling. View the results from standardized tests as a beginning point, a point of departure from which to commence, or they are not worth even a casual glance.

III. Evaluation: Objective Teacher-Made Tests

A. Among the various objective test forms,the most commonly dealt with types include: true-false, matching, completion, and multiple choice. The primary advantages of the objective test forms is their ease in construction, scoring, and their objectivity. Among the major disadvantages of objective test forms is that their use may emphasize the fine line distinctions among simple tidbits of information, they may be poorly worded, ambiguous, poorly constructed, and, as a result, objectionable. A well planned and properly constructed test, to qualify as a "good" test, is to serve as a learning experience for the students taking the test.

B. Generally, in constructing teacher-made test items, terms such as "all", "always", "none", "only", "never", for examples, are to be avoided. The statement or question is to focus clearly on that which is being solicited in the item, without misleading or irrelevant detail. With true-false (alternate response) or with multiple-choice items, there is to be no discernable pattern to the correct items. There should be an equal number of items for which the correct answer is "true" as there are for "false", and the correct item answers are not to occur in a repeated obvious sequence such as T,T,F,F,F,T,T,F,F,F, or, for example, T,F,T,F,T,F,T,F. Similarly, for the total number of possible choices in the case of multiple-choice item answers, just as often as choice "1" (or "a")

is the correct answer over the entire test, so, also, choices "2", "3", "4", and "5" are to be the correct answers. This point does not mean that each of the possible choices is to occur within every five items, and it does not mean that a single choice is to occur repeatedly for more than two consecutive answers.

As an aid to the scoring of teacher-made tests, it is helpful to the teacher if space is provided to the immediate left of the numbered item. Usually, five typewritten spaces to the left of a numbered item is appropriate, except in the use of the completion item where twenty spaces may be needed. The size of the space is not to serve as a clue to the expected answer when use is made of the completion item form.

C. Specific Guidelines for Constructing Teacher-Made Test Items

1). True-False

a. Have the students write out the words, appropriately, "true" or "false" in the provided space as an aid to scoring and to preclude misinterpretation in differentiating "T" from "F". Also, this practice provides less of a hint to someone seeking to determine which answer to indicate on his own paper by watching for obvious movements by another member of the class in writing "T" or "F".

b. Focus on statements which are entirely <u>true</u> or entirely <u>false</u>.

c. Focus on relevant information.

d. Provide items which deal with the application of factual knowledge or the significant relationship between facts.

e. As in other test forms, use simple language in order that your test is not as much a reading test as it covers the student's mastery of intended learning experiences.

2). Matching

a. Arrange the numbered items on the left margin of the test with five typewriter spaces for each item to the left of its number in which the student is to respond.

b. Use letters to designate the possible answers.

c. Arrange the possible answers in alphabetical order.

d. Generally, follow a ratio of three possible answers for every two items.

e. Use no fewer than five items on a test with matching items and no more than 15 items in a single series of matching items.

f. Provide all of the items and possible answers on the same page.

g. Keep the same kinds of items in each series. For example, if the items deal with countries then all of the possible answers might be plausible capitols.

3). Completion

a. Provide a uniform length of space in which the student's answer is to be written, avoiding context clues.

b. Provide no grammatical context clue to an intended answer.

c. Be willing to give credit for perfectly good answers other than <u>the</u> answer intended by the teacher.

d. Use plausible, but incorrect, student answers in constructing multiple-choice items.

e. Avoid mutilated statements or questions which do not communicate what is being sought from the student in response.

f. Remember that the completion form may end in a question, may end with an incomplete statement, or may leave a blank within a statement. You may want to have any and all answers placed in provided spaces to the left of the numbered item or items for each statement or question, numbering the spaces to the left of the statement or question as well as where each blank occurs.

4). Multiple-choice

a. Provide a lead-in or stem which focuses on what is being sought.

b. Keep a consistent level of readability.

c. Avoid direct quotes from textbooks or readings.

d. Quote authorities in handling controversial content, such as, "According to _____, . . .".

e. Provide possible answers, distracters, which are plausible, possible answers, with no "give-aways".

f. Write distracters which are of the same readability, length, and complexity.

g. Emphasize the application of knowledge, concept mastery, reasoning, problem solving, judgment, comprehension, inference, or generalization rather than just commitment to memory of isolated facts. For a simple example, rather than to have the date, 1492, as an answer to an item dealing with the discovery of America by Columbus, instead, emphasize the significance of 1492 to the discovery of America to tap higher order mental processes.

h. Avoid any discernable pattern to correct answers, with each of five choices occuring as the correct answer ten times, for example, in a fifty item test--not in succession, not within every five items, and not in any pattern.

D. Comments

1. Use no more than two different forms on any one test.

2. Keep similar item forms together in the organization of the test.

3. Remember that your task is to provide a learning experience rather than to trick, mislead, or confuse.

4. Make up test items at the end of each day, based on your objectives, the learning experiences, and the performance demonstrated by the students that learning did occur. Draw on these experiences for test items.

5. Use the results of each test as a beginning point with each student, seeing to it that he does demonstrate mastery of each area covered by a test item before proceeding with more advanced lessons. Use the results to individualize your teaching and each pupil's learning. Let the test results serve as a beginning point rather than as a culmination complete in itself.

IV. Evaluation: Impressionistic Teacher-made Tests

A. Evaluation of learning is inherent within the expression of performance-stated behavioral objectives. Just what is it that the learner is to be able to do as a result of the activities in the classroom under the direction of the teacher? What are your objectives for each lesson in promoting learning? Are these objectives being attained?

B. From the expression of the objectives, in making use of technical skills for effective teaching, the teacher employs brainstorming, varying the stimulus, control of participation, classroom interaction, higher order questions, closure, frames of reference, probing, reinforcement, and providing feedback. The employment of these technical skills does not necessarily require that a student read. It does not suggest that he is not learning. It does suggest a learning climate in which he is permitted growth and in which his growth is encouraged. With the support of the student, then, his perceived deficiencies may be dealt with in a prescriptive way, in common with other students whose unmet academic needs are similar. That is ability grouping!

C. As a beginning point, let us begin where the student finds himself. Put the norm where it belongs--as a reference point for the level which is typical or representative. In terms of people, each student is his own norm! This view does not in any sense suggest soft peddling academic achievement; instead, it means promoting it. The level of functioning of each student has to be advanced for learning to have taken place. What better point from which to begin than with where the student finds himself? Are the objectives worth reaching? Are the experiences meaningful, relevant, and valuable from the student's point of view? In the final analysis, he has to do his own learning.

D. The concept of "grade" in school needs to be discarded inasmuch as it is inappropriate for those below average and for those above average in achievement. Administratively, and for average daily attendance purposes, the concept of "year" in school would serve the same purposes, but with more flexibility. Status and progress academically could be pinpointed, not leaving to chance or to doubt proficiency in academic achievement. Materials, methods, techniques, activities, experiences, and procedures can be adapted to the needs of the individual student as an individual--a marvelous, innovative, creative magic wand, secret formula, and foolproof technique in the hands of an <u>understanding</u> teacher.

V. <u>Summary</u>

Be ye doers of the word and not hearers only., James 1:22, <u>The Holy Bible</u>

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QUESTIONS

1. Why should a "good" test serve as a learning experience?

2. How may a teacher evaluate a student's progress other than through use of objective teacher-made tests?

3. What consistencies with valuing, self-concept development, environmental differences among youth, and experiential contributions from disadvantaged youth are there in emphasizing process rather than products in measurement and evaluation?

PARTICIPANT PROJECTS

EPDA INSTITUTE

T E A C H E R S O F M I G R A N T C H I L D R E N

1969-70

Lyabella Bernstein
March 1970

THE WONDERFUL WORLD OF "OPPOSITES"

"Chit-chat" was the problem. Why, in evaluating youngsters for possible speech defects, was this therapist unable to get to "chit-chat" with economically deprived children? They would name the pictures in the articulation test, and those they couldn't identify, this therapist would help them with, but spontaneous conversational flow was too often limited to blank stares or shoulder shrugs.

It was the purpose of this project to make the evaluation process less threatening so that thuer judgements could be made about the youngster's language, articulation and potential for correction, if necessary. The project emerged quite by accident. After the first few Institute lectures, it was felt that this therapist's articulation test procedures with migrant and disadvantaged children were definitely <u>not</u> producing accurate results. The children are shy, lost, forced into a speaking situation with someone who is usually a total stranger to them, and this total stranger must then interpret results to the classroom teacher. Obviously, the "chit-chat" is very important.

The population involved:

Girls	Boys	Migr.	Econ. Disadv.	Total	School
6	23	1	9	29	Redland Elementary
10	21	8	9	31	Neva King Cooper Elem.
8	14	7	9 (!)	22	Naranja Elementary
				82	

Grade Level distribution:

Sp.Ed.	K	1	2	3	4	5	6
8	3	6	5	32	12	7	12

The project actually started and has been in constant use since mid-November, but was not recognized as project material until February 17 of 1970.

The only materials used were articulation test cards made by this therapist and word-drill lists made up by the youngsters or taken from the appropriate "sound" pages of Schoolfield.(1)

On February 17, as deadline desparation began to take hold and every project idea seemed to have no every-day significance in Speech Correction/Disadvantaged Child work, the realization struck that, for three months, this writer had a practical project going full swing, with simple but productive techniques to write up.

Methods, Techniques and Activities can be summed up in a few words: use of the ridiculous, Articulation cards are a series of pictures of objects whose names reflect the sounds in Initial, Medial, or Final word positions. For example: for the sound "g", the pictures used are "girl", "wagon", and "log", all easily identifiable in any language. Faced with fear, shyness and a realization of language differences, a youngster's natural response is silence or mutterings. But, when the therapist, with a smile and perhaps a slight wink, holds up the "girl" picture and says: "This is a boy, right?" or, maybe: "See the man!", the child's response is usually chagrin or a double-take. If the classroom teacher has sent along a bi-lingual youngster, who might also be quite shy, with the child to be tested, conversation and giggling between them begins to flow. The evaluator can immediately see that there is no lack of language. It takes only a few more words done in a joking fashion to present observation opportunities from which can come some helpful suggestions for therapy and/or for the classroom teacher.

This therapist finds that she is no longer apprehensive about these evaluation situations — that giggles are better diagnostic tools than are pouts — that ofttimes, the quieter the child in therapy, the more vocal and verbal he may be with his buddies.

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Noreen R. Bevilacqua
March 1970

Title

THE DEVELOPMENT OF ORAL LANGUAGE AMONG A GROUP OF SECOND GRADE MIGRANT CHILDREN.

Problem

The writer has been working in the Language Arts Curriculum, specifically Reading, with a group of second grade migrant children since September, 1970. It was evident from the start that the class members were experiencing difficulties in verbalizing about personal experiences, which the average second grader does willingly and enthusiastically.

Understanding their difficulties, the writer chose to find a method through which these children could verbalize with some degree of freedom, self-confidence and enjoyment.

Purpose

The purpose of this project was to develop oral language skills in a group of second grade migrant children.

Population

The project was conducted among a group of twenty-six second grade migrant children, at Leisure City Elementary School, Leisure City, Florida. There were eleven boys and fifteen girls in a two hour language arts class, with reading levels ranging from non-readers to pre-primer readers. The total school enrollment consists of one thousand two hundred pupils, forty teachers, and six teacher aides. The study was conducted during February, 1970, for about three weeks.

Materials

The materials required to complete the project were one camera, one roll of Ektachrome film, one slide projector, and one screen.

Procedures

Methods and Techniques; and Activities

In order to introduce the class to the project the teacher asked the children how they might enjoy having their pictures taken about things they do every day.

The proposal was enthusiastically received by the class members, who had all kinds of ideas about which the teacher would be able to take pictures.

In order to view the children in their natural habitats, the teacher walked home with the class one day after school and visited at their individual homes at the labor camp. At the children's suggestions, usually, a series of pictures were taken of the children's daily experiences,(e.g.children playing with pets; boys riding bicycles; children washing at the community sinks). In addition to these pictures, several others were taken in the classroom. After the pictures were developed, the teacher projected each one individually and composed questions to arouse discussion.

The children involved in the project were not only the subjects of the pictures but also were responsible for answering the teacher's questions. They usually responded voluntarily and enthusiastically. This was their opportunity to verbalize and express their feelings void of the fear of whether their answers would be right or wrong. A number of times, a child would elaborate on a picture and give everyone, especially the teacher, a keener insight into the kind of life the migrant child lives.

Results

The combination of the limited materials, simple methods, techniques and activites, resulted in a project which achieved its purpose. The children

did respond well to all of the snapshots by employing their limited vocabulary, as well as, acquiring new vocabulary . There was a spontaneity to their responses which is an important objective in oral language development. Towards the end, the children insisted on continuing to view the pictures and to discuss them, thus indicating to the teacher, a high interest level in such a simple activity.

Summary of Findings

The writer discovered that the migrant children thoroughly enjoyed seeing themselves in pictures, and more significantly, they enjoyed talking about themselves as seen in the pictures, thus creating a self-help method for the development of their oral language skills.

Conclusions

The writer concludes that although a migrant child, (or any child for that matter) may not utter a single word during the average school day, that same child, may write a book, comparatively speaking, about something which he, personally has experienced in the smallest way.

Clara M. Brooks
March 1970

THE STUDY OF NOUNS WITH MENTALLY RETARDED CHILDREN

The study involved a group of children unique as a group yet unique individually. Each child in his own setting had specific and unique characteristics yet all children had common characteristics.

They all lived in-an environmental setting which retarded their development in the use of language. Their surroundings impeded their communication, especially the use of name words. Because of this impediment we decided to become fluent in the use and development of a workable name word vocabulary.

PROBLEM

Migrant, T.M.R. and E.M.R. children in this class needed to have a command of words that would help them to express their desires and to communicate with others.

PURPOSE

It was the purpose of this project to provide the children with the knowledge they needed to communicate. To fulfill their dependency at home, school and community.

It was necessary to help the children "sense - out" the environment and make judgement based on their new learning experiences.

To build on their strengths and desires to belong and help them to promote positive attitudes toward "Self-Concept".

To develop a feeling of security in communicating with others.

POPULATION

This project involved 15 students at the R. R. Moton Elementary School. There were nine boys and six girls. Thirteen were culturally deprived retarded children and two were migrant children.

The faculty consisted of thirty two teachers. The total enrollment were 637 students. The study was conducted October 1969 through March 4,1970.

The class was grouped according to levels of learning abilities. The more advanced group helped the slower groups to recognize nouns in context and general words.

MATERIALS

The materials used in this project were many and varied. Among them were:

1. Pictures
2. Pictures with words
3. Words with out pictures
4. Matching of words with pictures
5. Magazines
6. Story books
7. Flannel graph (the body)
8. Film strips
9. Over head projector
10. Language master teacher made picture
    Language master noun picture
11. Real Community Helpers

PROCEDURES

The English language contains a multiplicity of nouns; therefore, the class had to limit its nouns to the immediate environment and usage.

The class began by exploring the classroom, one another, the home, the school and community.

Student and teacher labeled everything. Desk, tables, chairs, windows, chalk board, toilet, flag, closet, clock. After gaining readiable knowledge of the environment, the class studied the body. This helped to build self concept.

Pictures of the children were used ; parts of the body were labeled on the flannel graph.

Words, pictures and sentences were used on the over head projector. Drawing, film and puppets were used.

RESULTS

The children learned to recognize many nouns in every day living. The children learned to verbalize and relate much better. Their desire to read increased tremendiously. The children could communicate much better with parents, teacher and with each other.

SUMMARY OF FINDINGS

Materials must be highly motivated for the desired learnings to take place.

Children enjoyed working in sequence.

Children can profit from a language centered program.

Oral communication can become f part of social interaction in and out side of the class room.

CONCLUSIONS

The language patterns and the ability to communicate will not be accomplished in the efforts of one project. The project should be continued for those children who need additional work.

Betty Brown
March, 1970

Problem:

Seven migrant students need to gain an insight of new words to their vocabulary and improve their oral expressions.

Purpose:

The purpose of this project was to provide the migrant students with new words to their vocabulary and to improve their oral expressions.

The new words came from the stories that I read to them. They expressed themselves orally by presenting summaries of the stories to the class.

I read five stories a week . At the end of the week the students would chose one of the st ries I read to them previously, and write a summary of the story. After they wrote the summary of the story, they drew a picture to illustrate the story.

The following day they presented their stories to the class. They read their summaries and explained their drawings. After they presented the summaries of the stories I evaluated each one of the summaries with the students.

Population :

This project consisted of four boys and three girls.

Materials:

The materials that were used for this project are the following items: construction paper, writing paper, crayon, pencils, chalk, chalkboard and story books .

Methods and Techniques:

To increase the students' vocabulary I provided them with new words and their meanings by reading stories to them.

Before I read stories to the students I wrote words on the chalkboard from the stories that I thought the students would have a problem pronouncing and knowing their meanings.

The students studied the words by syllables until they believed that they could pronounce the words. The students also used their dictionaries to find the correct pronunciations of the words.

If the students did not pronounce the words correctly by syllables and the usage of the dictionary I would tell them the correct pronunciations of the words.

After the pronunciations of the words the students attentions were directed to their meanings. The students gave sentences which illustrated different meaning of the words.

After the pronunciations and meanings of the words I began to read the story to the students. I read a paragraph and asked students to answer the questions pertaining to the paragraph that I read to them. I continued to ask students questions as I read the story. When I finished the story I asked individual students to give me a summary of the story.

Summary of Findings:

A. This project has developed the migrant students with the insight of new words to their vocabulary.

B. The students have developed an improvement to their oral expressions.

c. The students have increased their drawing skills.

Conclusion:

The migrant students must understand tht words are important for communication. A person has to know the correct pronunciations and meaning of words to have an effective communication. It is very effective to have a wide-range vocabulary because an individual can express himself more destinctly. A person can express ideas, suggestions, decisions distinctly.

The students have really enjoyed participating in this project. Their new vocabulary have increased greatly compared to their old vocabulary.

CAPITALIZING ON MOTOR SKILLS AS A CONTRIBUTING FACTOR IN REINFORCING ARITHMETIC AND SPELLING SKILLS OF MIGRANT AND DISADVANTAGED CHILDREN IN THE ELEMENTARY SCHOOL.

Roy Brown - March, 1970

Introduction

The migrant or disadvantaged child's behavior, like that of any other human results from the interaction of forces upon whatever characteristics and abilities he has at birth. One of these is the culture he shares... the ideas, ideals, attitudes, and behavior patterns which constitute his pattern of life, which unfortunately is quite different from that of the average child. Unfortunate because the migrant and disadvantaged child is expected to perform on an equal level with the average child if he hopes to find acceptance in the mainstream of American life.

The writer feels quite strongly that because of the subject's daily existence, the attempt to adequately provide a meaningful education for the a forementioned, needs all possible aids which makes a meaningful contribution.

More specifically, the writer attempted to provide games and activities designed to make full use of their physical and mental resources in reinforcing arithmetic and spelling skills while having fun, thereby eliminating valuable time normally used for motivational purposes.

The project was conducted at Richmond Elementary School, Miami, Florida, with an enrollment of 700 children. Approximately twenty per cent were migrants; fifty-five per cent classified as disadvantaged.

The following activities listed in this project were created by the writer as a result of experimenting with different games in different grade levels in the writers physical education classes.

It is probable that a game may be used successfully in grades beyong the ones indicated, however, the classification of games will serve as an invaluable aid for teachers of children with good motor ability and quite possibly all children.

Game: Alert

Grade: 1-6

Area: Playground or classroom

The children are placed in groups of four to six players in different lines; each child has a number. The teacher stands in front of the group; using a ball or bean bag she calls a mutiple of numbers and says addition, then throws the ball or bag into the air. The child whose number is the total of those the teacher called trys to catch the ball or bag before it touches the floor. (teachers will allow time for mental computation before the toss). If the ball or bag is caught by one of the students he remains in the game. If he fails he is eliminated and should take his seat. The last player remaining is declared the winner.

Game: Numbers Change

Grade: 3-4

Area: Playground or classroom

All players are given a number and one player is selected to be IT. The players stand in a circle with IT in the center. IT calls any two sets of two numbers...(3+1) (3+2), numbers four and five must exchange places while the player who is IT attempts to get one of their places in the circle. The player who is left without a place is IT for the next time and repeats the same procedure as the first IT.

Game: Back to Back

Grade: 2-6

Area: Classroom

The class is divided into two teams, preferably boys against girls. A player from each team is asked to go to the blackboard, stand back to back and each write a number on the board in full view of the class. The class will respond by giving the sum of the numbers written; the children at the

board must tell the class what number his opponent has written; the first to do so will score a point for his team. The team ending with the highest number of points is declared the winner.[1]

Game: Reaction Time

Grade: 3-6

Area: Classroom

This game can be used in arithmetic as well as spelling. The class is divided into teams by rows; each row has a different identifying label,(tigers, cougars). In arithmetic each row is instructed to write a number on the board, he returns quickly to his seat and gives the chalk to the person sitting behind him. This continues until the last person in each row gets the chalk, he will then add or (multiply by total numbers written) all numbers placed on the board by teammates. The first team completing their problem gets a point.

In spelling each row is given a word to spell of equal letters. The team to complete their word correctly first scores a point.

Game: The Big Game

Grade: 3-6

Area: Playground

This is an active and competitive game especially suited for outdoors. The class is divided into separate teams of equal numbers. Each player is given a number so as to avoid a child not having an opponent. The teams are in straight lines directly opposite their opponents and approximately fifty feet apart. A cone is placed between the two teams and midway each line. The teacher calls out a set of numbers to be added or subracted. The team member first to recognize his number runs towards the cone, tries and steals the cone, get back to his place in line before being touched by the other player. If he succeeds in returning to his place without being touched he scores a point

[1]Hazel A. Richardson; Games for the Elementary School. (Denton Texas: Texas Woman's University, 1960), p. 22.

for his team. This game can also be used with a basketball. Instead of using a cone, a basketball is used. The first player to make a basket will get a point for his team. The team with the highest score wins.

Game: Getting Rhythm

Grade: 2-6

Area: Playground or classroom

This activity used counting, learning the alphabet and dramatizations of animals. The children are instructed to stand in a circle, a leader is appointed. The leader starts the activity by clapping both hands on both knees, then both hands together and snap the fingers. This is done in 4/4 time. (ex. count one, hit knees, count 2, clap hands, count three, snap fingers). After entire group is in rhythm the leader says "category" the other players repeat. The leader calls an alphabet or number etc. the player to the left will carry the activity on. If for instance the category is the alphabet, the person on the left begins with the letter "a", the next person will say "b" and so on until one repeats "category" which automatically changes the subject. If one player misses the rhythm or the alphabet sequence he is eliminated and the activity continues until only one player is standing who is declared the winner.

This game is useful in learning sets or multiple of numbers. After the leader gives the category the next player may name four, thereafter each player doubles the preceeding number.

Game: Building Bridges

Game: 4-6

Area: Classroom

The class is divided into three teams, arranged in a single file. The teams are instructed to draw geometric figures; the first player on each team is given a piece of chalk and quickly goes to the board and draws the first part

of the figure, returns to his seat and gives the chalk to the next player on his team. This procedure continues until the figure is drawn; the first team completing their geometric figure wins the game.

Game: The Map

Grade: 4-6

Area: Classroom

This game has very little to do with arithmetic, but will serve as an invaluable aid for migratory children who travel extensively.

A large map is placed in front of the room after teams have been formed, boys against girls. The teams are instructed to place a pin in the area they were born. The first player finding their birthplace will receive a point. Towns, cities, and states which are being studied can also be used. (Ex. find the most populous state, the home of the president, or states where you have travelled.)

Game: Catch the Cone

Grade: 2-6

Area: Playground

The children stand in a circle formation with the player who is IT in the center. All players, including IT are given a number. The child who is IT holds a cone on his head. He calls a set of numbers which totals no more than the highest number in the circle. The player whose number is called must catch the cone, before it hits the ground. If he fails to catch the cone he is IT and the game is repeated. If he catches the cone he returns to his place in the circle and the first child is IT again.

Game: Fill In The Spaces[2]

Grade: 3-6

Area: Classroom

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[2]Ibid.,p.76.

The class is divided into teams, boys against girls. A subject of mutual interest is discussed such as different makes of cars. After children have named several makes of cars, the teacher will place several blank lines on the board directly in front of both teams. The children are instructed to fill in the lines which will spell one of the makes of card, previously discussed by the class. First team finishing correctly will receive a point.

Game: How Large Am I

Grade: 3-6

Area: Classroom

This is not a competitive game, but the writer had a gread deal of success in this activity. The children's height and weight is taken twice yearly, and a majority of scales used in most schools gives the height in inches. The children are asked to give their height in feet and inches, how they compared with their classmates, and how much they grew during the school year.

In summarizing, the writer feels the activities and games used in this project served as an invaluable aid in helping the child develop a wholesome attitude toward the total school's program, his participation in Physical Education classes showed a marked increase,their report cards showed improvement over an extended period, absences and tardies were almost eliminated which was an indication of expressed interest.

The daily existence of a migrant and disadvantaged child is quite complex. Living conditions are undesirable, and frequently, the environment is a hostile one, very little affection, no rewards or words of encouragemnt awarded for displaying desirable behavior, and lives in almost constant fear of criticisms for doing things normal children do.

The writer feels that schools with large numbers of migrats and disadvantaged children should be structured to fill the void created by the above mentioned conditions. If we are to believe that achieving a good education is one element in achieving social acceptance, than we must provide an environment

that is conducive for learning for all children.

This is what the project was all about, giving rewards and words of encouragement to children whose desires are no different from any other children, a desire for love, affection, recognition, and most importantly, a desire to be accepted into the mainstream of American Society.

Edward Carlton
March 1970

TITLE: "The Development of Ear Training Skills in Migrant and Non-Migrant Children."

PROBLEM: The writer had often wondered if there were any factors in a child's experience or background (other than music training itself) that might give him any advantages in the ear training section of the regular music program.

PURPOSE: It was the purpose of this project to determine the degree of efficiency that could be established in the area of ear training in a group of migrant and non-migrant children.

POPULATION: This project was conducted with a total of eighty students. These students represented a cross-section of grades three through six, taken from Leisure City Elementary and Avocado Elementary schools in Miami, Florida. Half of this number were migrant children, both boys and girls from grades three through six. The combined enrollment of these two schools was approximately nineteen hundred students and a total of fifty-five teachers. Approximately ten per cent of the total enrollment was migrant. This project was conducted during the month of February 1970.

MATERIALS: The materials used in this project consisted only of a means of producing the first three steps of the scale of C major. Rosewood resonator bells were found to be the most practical instrument to transport from class to class. They were found to be best for ear training in that they do not sustain a tone as long as metal bells. This keeps one note from blending in with another.

PROCEDURES: The students were exposed to two weeks of ear training before the test was made. The children had much practice in imitating the sounds of the first three notes of the scale in

different sequences. Written work was not included in this project in order to reduce as many inhibiting factors as possible. The test itself consisted of a series of numbers placed on the board, such as: 111231. "One" was established as "C" before practice started. The class practiced as a group until they were thoroughly confident of themselves. At this time the students were asked to sing the numbers on the board by themselves. As the students were responding, the writer matched every migrant child with a non-migrant child. This was done with random sampling of migrant and non-migrant children from grades three through six. The total number taking the test was eighty.

RESULTS: After concluding the test, it was found that eighty per cent of the migrant children could master the test and eighty-five per cent of the non-migrant children were successful.

SUMMARY OF FINDINGS: From the results of the project, it was found that it makes no difference whether the child is migrant or non-migrant, girl or boy, third grader or sixth grader. Performance on the test was not entirely dependent upon these factors.

CONCLUSIONS: Based on the findings of this project it was found that children in general respond to ear training in much the same way, and do improve quite rapidly with practice.

IMPLICATIONS AND RECOMMENDATIONS: Although the migrant child was five per cent less effective on the test than the non-migrant, it should be noted that no allowance was made for any cultural differences between the two groups. It was found that success in ear training skills had direct positive results in all singing activities.

School of Education University of Miami

EPDA Institute
Teachers of Migrant Children
D. Arnold B. Cheyney, Director

The Development of Recognition of Letters and Sounds For Trainable Mentally Retarded Children

Lois P. Cooke

Problem

The teacher found through oral and written tests that the children had little knowledge of the alphabet other than the rote memorization of a, b, c, etc.

Purpose

It was then decided that a project should begin using each letter separatly, to be recognized first as a letter, second as a specific sound, and third as the beginning sound of a word.

Population

The project involved fifteen students in the trainable class at R. R. Moton Elementary School in Perrine, Florida. There were four girls and eleven boys. Thirteen of the fifteen children were considered culturally deprived but no migrants were in the class.

They ranged in age from six to thirteen and the mental ages were between three and seven.

The school had an enrollment of seven hundred and fifty students with a faculty and staff of fifty-one.

The project was conducted from February 9, 1970 through March 13, 1970 and dealt with language development.

Materials

The materials used included three hundred pieces of cardboard; magazines with colorful pictures; sissors,paste, newsprint, and crayons for each child; twenty six pieces of sand paper and construction paper; a few felt marking pens ; and a box suitable as a file holder.

Procedures

The teacher cut twenty-six stencil letters of the alphabet from the 9" by 12" cardboard and from the sandpaper. She pasted the sandpaper

letters on construction paper.

Activities

On the first day the cardboard stencil of the letter b was held up to the class. Its name and sound was told to the children and they repeated it. The sandpaper b was passed for children to feel. Next, they traced the stencil and colored the letter. Each day thereafter followed the same procedure with each fourth day being areview and activities day in which the classcut and pasted magazine pictures that began with the sounds to be reviewed. Each child marked the reverse side of his picture with the correct beginning sound and wrote the word.

Results.

The class responded well to all activities mentioned and by the conclusion of the project could identify many consonants and their sounds. Because of the brief time in which the teacher had to conduct this project, a few of the consonants and all of the vowels were omitted.

Summary of Findings

When tested, four of the fifteen children had a retention of the sixteen consonants studied. Two children had a retention of ten ; two children had a retention of three; one had a retention of one; and the remaining six children did not respond.

Conclusion

Although relatively time consuming in the classroom, the project was essential to further the language development and reading ability of the participating students.

Implications and Recommendations

The results of this project imply that the more techniques used to develop all senses in the fiels of Language Arts, the more retention and building for future learning will take place.

I t is recommended that the project be continued, at a slower rate if necessary, until all letters of the alphabet are learned in this way; not only as beginning sounds, but as ending and middle sounds, also.

Virginia Culver
March 1970

The Writer's project, was, Working with the pupils in word recognition skills to help them become better readers.

The Writer had a desire to do this project because about two thirds of the pupils had problems in word recognition.

The purpose of the project was that of providing pupils with the experiences and skills necessary to enable them to become good readers.

This project involved thirty four pupils in the second and third grades at A. L. Lewis Elementary School, Homestead, Florida. There were nineteen girls and fifteen boys, no migrant pupils and approximately fifteen disadvantaged. They were groups in reading according to ability levels, ranging from a first grade reader to a preprimer. The faculty consisted of twenty five teachers and one principal. This study

was conducted during the second week of December nineteen hundreds And sixty nine, through January nineteen hundreds and seventy.

The teacher used several aids to motivate the pupils' interest. They are as follows: Show and tell pictures, flash cards, "Dolch's Basic Noun and Word" list, word phrases, Overhead projector, spelling progress chart, matching one to one. and paper and pencils.

The pupils were given a word recognition test, this enabled the teacher to find out how many words each pupil was able to identify. After the test was given pupils were then placed in groups for individualized instructions. Whole group skills were selected for pupils needs. Words were taken from the "Dolch's Basic" list and put on flash cards, also phrases, pictures of Dolch's nouns, and flash cards to match one to one Dolch's Basic

list. The pupils enjoyed the skills using the words in sentences, which was done through the use of the overhead projector. After the teacher presented the whole group activity, individual groups were called to the circle. In the circle, the teacher worked with pupils, using chalkboard activities, flash cards, short stories, to help promote oral expressions. A written spelling test was given weekly to check pupils progress.

As a result, of the project, the teacher found that pupils had more confidence in themselves. They were able to express themselves better, orally as well as in writing, also they became better spellers.

By the use of the overhead projector, the pupils were more attentive. By using flash cards the pupils had to be able to identify the words immediately. Short stories enabled them to perform at their ability levels as well as stimulate oral

Expressions.

The writer concluded that if pupils are motivated properly, regardless of whether they are disadvantaged, they can become better readers.

The writer, also, recommends that there should be a lot more repetition with the use of listed materials.

Augustine Fernandez
March 1970

TITLE: The Development of School-Community Relations.

PROBLEMS: A lack of sensitivity towards the migrant community coupled with a lack of understanding of the needs of migrant children.

PURPOSE: It was the purpose of this project to develop community relations through proper orientation of the school personnel by stressing direction towards objectives desired.

POPULATION: The elementary schools within the South School District of Dade County that have a migrant enrollment of fifty students or more. These schools are: Air Base, Avocado, Neva King Cooper, Florida City, Leisure City, Redland and Naranja.

PROCEDURES: The methods and activities involved were many and varied. Visitations were the backbone of the projected approach to the development of relations.

School visitations and home visitations coupled with counseling sessions, speaking engagements, coordination of social and medical services, and the development of social histories were contributing factors towards the realization of objectives desired.

RESULTS: A better understanding of the problem area involved in School-Community Relations.

SUMMARY: A knowledge of referral sources is a "must" for all school personnel.

A knowledge that "Education, as the intelligent reconstruction of experience, is synonymous with civilized living."

RECOMMENDATIONS: A massive adult education program for all school personnel in the South School District that would encompass most of the material covered by Dr. A. B. Cheyney's EPDA Institute 1969-70, Teachers of Migrant Children.

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Esther Fernandez
March 1970

THE DEVELOPMENT OF AN IDENTITY CONCEPT AND A SENSE OF BELONGING IN THE SCHOOL LIVES OF TRANSIENT CHILDREN

Problem: The problem was determined to be a lack of sequential unfolding of school experiences due to the transient life of both migrant children and air force children. This transitory life caused them to lack a sense of belonging and personal identity and made it necessary for them to readjust frequently to new situations and to begin from scratch in asserting themselves and making friends.

Purpose: It was the purpose of this project to provide an opportunity for each child to identify himself by discussing another place he had lived and by demonstrating a task he was able to perform.

Population: This project involved thirty-two students in the sixth grade at Air Base Elementary School in Homestead, Florida. It was carried out during the months of January and February, 1970. The class consisted of sixteen girls, two of which were migrant children, and sixteen boys. The children were heterogeneously grouped. The school has an enrollment of fourteen hundred students and a faculty of forty-five. The project drew upon the subject areas of social studies, language arts, science and library skills.

Materials: The materials needed for this project were a world map which could be attached to a large bulletin board, a camera, and a tape recorder.

The air force children and the migrant children at Air Base Elementary were alike in that all had previously lived somewhere other than Florida. The teacher led them into a discussion as to how they might share their experiences. It was decided that each student would report on a favorite place he had lived. He would devote one page to personal memories and one page to factual information. Each student's picture was taken at the time he gave his report. These pictures were placed around the world map on the bulletin board with yarn stretching from each picture to the report area. The reports, too, were displayed on this board, which

the children labeled, "Where in the World Have You Been?"

In the second part of the project, which the children entitled "Thirty-two Experts," the students demonstrated almost anything they wished. Again, their pictures were taken as they showed skills including paper flower making, caring for a baby brother, mixing cookies, shining shoes, exercising, and archery, as well as many others.

Conclusions: Allowing the student to tell about a place of which he has firsthand knowledge and to demonstrate something he can really do well to a group of his peers giving him undivided attention elevates his own opinion of himself.

Implications: When a child comes to a situation after the school year has begun it would be well to discover something special that he can contribute to the group. This will help him to identify himself and feel that he is appreciated.

Rosemary Fuller
March 1970

BREAKFAST IS FOR EVERYONE

Many children go to school each morning without eating any food. There are various reasons for this. Some children do not seem to be hungry in the mornings; some do not have time to eat breakfast; some may come from families where there is no adult at home to prepare breakfast and some may have nothing at home to eat. Some children whose families have given them money to take to school will often spend it at the store for sweets and carbonated beverages, foods that can in no way provide an adequate meal before they get to school.

Whatever the cause of the failure of children to eat a good breakfast, attempts should be made to correct the situation as early as possible. Children need a good meal before they go to school if they are to grow and work well. It is important that the habit of eating a good breakfast be developed early in life so it will be well established by the time the children reach higher grades.

The purpose of this project is to help children develop the habit of having breakfast and to teach them how to prepare a simple breakfast for themselves. One of the most effective means of gaining the children's cooperation in this matter is to permit them to prepare foods which could provide a suitable breakfast. A sufficient number of such activities will serve to emphasize the fact that the teacher believes a good breakfast is important. Preparing and eating food in the classroom provides experiences the children are not likely to forget and is a far more effective teaching technique than either telling or reading about the breakfast eaten by imaginary children.

The project involved twenty-three children in the Head Start at Redland Elementary School in Homestead, Florida. There were fifteen boys and seven girls involved in the project. There were fourteen white children involved, six Mexican-American, one Black and one Puerto Rican. Children in the below income bracket total eighteen children. The total enrollment of this school includes approximately nine hundred, forty-five children and forty-one on the faculty. The dates of the study were on January 19 and 26, February 16 and 23 and March 2. Very little equipment is necessary. There should be a small work table conveniently placed so that all children can see how the food is being prepared. Knives, spoons, cups, pitchers and pans may be borrowed from the lunchroom or from the homes of the children. Children may contribute the foods if school funds are not available for purchasing it.

An example of one lesson, some boys and girls will have eaten cornbread at home for dinner. When there is cornbread left from the day before, it may be used to make a good breakfast cereal for boys and girls. There were children in the class that had eaten cornbread and milk mixed together. Some cornbread and a carton of milk are placed on the table. The children wash their hands and get ready to prepare the cornbread and milk for serving. The cornbread can be cut into small squares and each child helps himself to one piece of bread which he puts in his paper cup.

The children and teacher eat their breakfast cereal together. Cornbread and milk like toasted bread and milk are good.to eat at breakfast time. It is easy for boys and girls to prepare this breakfast for themselves.

In conclusion special attention was given to the importance of cleanliness and to acceptable table manners such as waiting until all have been

served before beginning to eat, chewing with closed lips and not talking when food is in the mouth. Consciousness of these things in the classroom will greatly improve practices of handling and eating food in the lunchroom and elsewhere. Only small amounts of food are given to the children at the "parties." A small sample of the food does not work a hardship on any child who may be unfamiliar with it therefore hesitates to try it. No child is ever required to eat the food. Insistance does not seem necessary since the pleasurable acceptance of the food by the majority of the class and the teacher is proof enough of its goodness.

Teachers will notice that since the activities are simple, young children are able to perform them with a minimum of assistance from an adult. This is an important consideration because the responsibility assumed by the children for the preparation and serving of the food is an essential factor in the learning experience.

CREATING AN ATMOSPHERE FOR LEARNING

Beatrice M. Hagglund
March 1970

Problem

In a classroom where disorder and disruptive behavior prevail, little teaching can be done.

Purpose

It was the purpose of this project to investigate the procedures used with success by teachers locally and nationally to establish a satisfactory learning environment in their classrooms, and from this investigation to formulate a set of practical suggestions.

Population

This twofold investigation was conducted on the local level by questioning forty elementary teachers from various grade levels in the South District of Dade County, Florida. Both male and female and black and white teachers were included.

On a national level, the investigation was continued by reading various writings on this subject. (See Bibliography.) Those ideas found to be successful in an ungraded classroom of first and second year pupils, 14 girls and 11 boys, considered to be "disadvantaged", are hereinafter marked with an * . Those not tried are unmarked.

Materials

The questionaire used (see attached) was formulated after informal conversations with eleven teachers pinpointed the main areas of disruptive behavior.

Methods and Techniques

All teachers interviewed were made aware of the purpose of the

questionnaire and the need for their complete frankness in answering. The pupils in the classroom were unaware of their participation in any way.

Results

Tabulated results of the questionnaire are indicated in black on the attached questionnaire.

Summary of Findings

On the basis of this investigation, questionnaire response and reading research, it appears to the writer that in providing an atmosphere for learning for children, whether "disadvantaged" or "privileged", the teacher must include in her professional repertoire, three areas of responsibility:

1. Her classroom as an environment for learning,

2. Her personal self-discipline,

3. Her teaching techniques.

On the basis of the first category, an organized classroom where each child knows precisely what is expected of him in whatever situation he finds himself will aid in a smoothly running routine. A classroom checklist might include:

Assigned seats for structured activities.
Assigned tasks throughout the day.
Established routines for all seat-changing occasions.
Established routines for distributing andcollecting materials, etc.
A place for everything and everything in its place.
Colors that soothe and relax.
Causes for restlessness should be checked - temperature? ventilation? lighting? sun too bright? Children hungry? desks and chair size?

Regarding the second area, the teacher's self-discipline, her chief concernshould be in realizing that the way she behaves, not the way she feels, controls the behavior of the children. It follows, then, that the teacher must acknowledge that she must adopt attitudes and manners, techniques and tricks which will produce the desired results, whether or not they seem "natural" to her.

* Move deliberately and purposefully with apparent self-confidence and serenity.
* By acting in an encouraging manner, praise and encourage child so that he will be internally stimulated to behave in a socially acceptable manner.
* Recognize effort and accept accomplishments at the child'slevel of development.

Wavering standards and changeable limits result in confused students
No special occasions until class shows it can work quietly and effectively within the established framework.

* Personal habits and manners must reflect dignity to command respect.

Speech and voice must invite the attention of the pupils.

It is in the area of teaching techniques that the teacher of the "disadvantaged" child should adapt herself to their particular strengths and weaknesses. In the classroom setting, some children need to be taught what others might already be expected to take for granted.

* Behavior conducive to learning must be taught for the child must understand that when he does nice things, nice things happen to him, and when he does bad things, bad things happen to him. The teacher must not violate this principle by giving in to the acceptance of bad behavior and so pervert the child's association and end up by teaching that nice things will happen, no matter what he does. The overt display of the teacher's personal approval must not be given indiscriminately, since it is a powerfel and wonderful rewpard, and should be withheld whenever behavior is bad.

Ability to concentrate and stay on task .
Ability to look at situations and to abstract from them significance.
Carry-over from one task what has been learned in another.

* Development of a sense of competency, self respect and faith in his own ability.

In addition, the teacher of "disadvantaged" children should bear in mind these facts:

* A hungry child will do almost anything for a cookie.
* An angry child who is not able to express his anger verbally, must express it physically.
* As the cognitive style of the child is slow, flash cards, or other excerises requiring speed and facility, need patience.
* Concrete situationa and materials work best with children who need to feel and touch.

Conclusions

This investigation report is only a scratch on the surface of a vast problem.

Implications and Recommendations

Further research and investigation is indicated.

DISCIPLINE IN THE CLASSROOM

How do you solve the problem of securing the attention of the whole class before presenting new material? Or before giving instructions?

Free play as reward ||||
* Speak softly |||| ||||
* Use "interest arouser". |||| |||| |||| |||
Wait in front of room. |||| |||| |||| |||| |||| |
Work must be finished. |||

How do you deal with the one or two children who always seem to be the last to settle down?

Wait:don't scold. ||||
*Recognize those who are ready. |||| |||| ||||
Take away game time. |||| |||| |||
Social pressure of class against. |||
Isolate so they have few distractions. ||||
Paper turtle, (etc.) for slow pokes. |||
Call out names. |||| |||| |||| |||

How do you deal with children who fight in the classroom? (actual physical encounters)

* Separate. Personal conference. |||| |||| |||| ||
Solve problem then & there so it's done with. |||
Isolate. |||| |||| ||
Keep after school. |||| |
Send to office after repeated warnings. |||| ||
"No fights" rule in classroom. |||| |||| |||
Let them finish & referee. |||| |

How do you teach the children that there are other ways of settling problems than fights

* Never use physical punishment. |||| ||||
* Class discuss. Write on board. |||| ||
Talk about dangers involved. |||| |||| |
Preach. Talk. |||| |||| |||
* Role play. |||| |||| |||| ||

What preventive measures have you found most successful in avoiding disruptive behavior?

* Positive reward for good behavior. |||| |||| |||| ||
Nip in bud any fomenting situation. |||| ||
* Keep children busy. |||| |||| |||| ||||
*Good and flexible plans. |||| |||| ||
Routine procedures so that children know what is expected. |||| ||||
Minimum walking around in room. |||| |||| |||
* Change pace if restless. |||| |||

Jo Anne Hill
March 1970

Title-Adolfo

Problem-Adolfo did not relate well to his peers or teachers. He was quite shy and did not have a positive self-concept of himself.

Purpose-It was the purpose of this project to develop a positive self-concept and by doing this also improve the child's self-expression and school work.

Population-The project involved one migrant boy in the second grade at Leisure City Elementary School. The school has an enrollement of about 1200 students and 35 teachers. The project was conducted from January and is still being conducted.

Materials-The teacher used a role of 20 exposure color film. Eight 5" by 7" cards and a folder as the book.

Procedures-The teacher took pictures of the child both at school and home. The teacher walked home with the subject and several of the other migrant children one day. Half the pictures were taken at home. The pictures showed a typical day for Adolfo. Activities - The child helped decide which pictures he wanted in his book. As he talked about each picture the teacher wrote on the cards what he had said. The child shared his book with his class. The teacher also worked with the child in his school work as much as possible.

Results-Adolfo has a smile on his face. He joins in classroom activities to a greater extent. His school work has shown greater improvement. In other words, his self-concept has become less negative and more positive.

Summary of Findings-The teacher found the project to be very successful. The child was eager to have his picture taken and be able to share the

book about himself. His school work also showed improvement.

Conclusions-The project was found to be a successful means of improving the self-expression, school work, therefore self-concept of the migrant child.

Implications-The migrant child with a little extra attention and interest shown to them such as discussing themselves and their interests can produce a better outlook of their school and themselves.

Eula Ishom
Miriam Yeck
March, 1970

TITLE

THE DEVELOPMENT OF SELF CONCEPT THROUGH PRACTICAL MATH AND SOCIAL STUDIES IN EVERY DAY LIVING

PROBLEM

The writers were surprised that children who traveled so extensively and were exposed to many problems were completely unaware of their surroundings.

The migrant has a rich background of many meaningful experiences. To share his wealth with other children would greatly enhance his self concept and be to the other students.

PURPOSE

It was the purpose of this Mathematical and Social Studies project:

To develop the self concept of the migrant child.

To develop an understanding and appreciation of man's relationship to his physical environment.

To face his problems of living, utilize his resources in solving them, and in accordance with his maturity take responsibility for this solution.

To feel that he <u>can</u> achieve, that he <u>is</u> achieving, and that he <u>has</u> a contribution to make.

POPULATION

The project involved about 40 students in the fifth grade at Redland Elementary School in Homestead, Florida. There were 15 girls and 25 boys. Of the entire group about 9 or 10 were culturally disadvantaged, and 22 were migrant children. The grouping level

was varied, ranging from very low to high. The subject areas dealt with were Math. and Social Studies.

The enrollment or Redland Elementary School is around 900, with 33 teachers. It varies during the migrant season. There are four fifth grades with approximately 150 students.

This project was conducted from October 1969 until March 1970.

MATERIALS

Math.

1. Textbooks:

   Elementary School Math.

   Exploring Numbers

2. Abacus

3. Numbers we use each and every day.

Telephone	Scales
Clock	Thermometer
Road signs	Addresses
Measuring devices	Cards
Music	Road Maps

4. S. R. A. Cross Number Puzzles in the "fabulous four"
   Addition, Subtraction, Multiplication, Division

5. Various games

Make believe situations relating to their experiences.

Social Studies

1. Textbooks:

   Discovering American History

   The Americas

   The Story of Our Country

2. Globes
3. Maps
4. Charts
5. Library
6. World Encyclopedia
7. Golden Book Encyclopedia
8. Newspapers

PROCEDURE

1. Methods and Techniques

Teacher-pupil planning

Questions and discussions

Group and individual work to meet individual needs

2. Activities

Words and terms in the subject areas

Measuring things

Chalk-board lessons - Teacher directed

Games - Teacher and Pupil

Map and globe skills

Reports to share the migrant travel experiences

Singing games

RESULTS

The migrant children were eager to share their experiences with the class.

They became more aware of their families' contributions to the economy of our country.

They eagerly participated in role-playing dealing with family finance.

CONCLUSIONS

The educational program for the migrant children should be planned around their environment and experiences. Class room activities should be meaningful to them not "book centered". There should be a variety of short term activities, to meet each individual difference of every child.

The migrant families made and are making a real contribution to society. The parents need education which will have to come through the children.

Mary E. Jackson
March 1970

School Helpers

In many instances the retarded child does not pick up a great deal of his "social environment" as compared to the normal child. Many times he does not know whom to go when they have a problem, unless it is really spelled out for him. I have observed that these problems may interfere with his adjustment in school as well as his relationship with his peers.

It was the purpose of this project to acquaint the child with the various members of the school staff and how they relate to him. To teach him something about how the school operates who the people are who work there and what their jobs entails.

The project envolved 15 students in the primary educable class at R.R Moton Elementary School in Perrine, Florida. There were 5 girls and 9 boys. All of them are culturally disadvantaged, with ability grouping from readiness through third level.

All subject areas were dealt with in this project. Our faculty enrollment is 37 teachers. The study started November 20, 1969, and ended January 28, 1970.

Many materials were used, books, magazines, film and film strips. Chart paper, polaroid camera for taking pictures of school helpers and children, puppets for role playing, manila paper and crayons, props for role playing, work sheets, rhythmn instruments. A map of the area where the school is located and books on helpers made by the children.

It was necessary for me to get a clear picture of the social knowledge status of the class. This was done through asking each child what he would do if a certain problem occured. The class made a school helpers books, fill with pictures and stories about each school helper. The class visited many of the school helpers

and many came to visit us, we took their pictures using the polaroid camera. The class did drawings of many of the helpers, Many experience stories were used, a map of the area in which the school is located was drawn by the pupils. Each child found the exact location of this house on the map. He figured out the number of blocks or miles he lived from school. Along with this activityhe learned his address, telephone number and birthdate. Our first visit was to the principal's office. We came back to classroom, talked about our trip and wrote an experience story.

Among the other helpers we visited or they came to visit us: bus driver, nurse, janitor, cafeteria manager, librarian, policeman, counselor, maid, crossing guard, and patrol boy.

As a means of reinforcing identification of school helpers we did role playing, used worksheets and did many games that involved many helpers. Tofind out whether the child hadgained anything from this study;

I provided situations for the children by choosing a course of action appropriate to the situation based on what he had learned in the study of this project. An example of the type of situations provided: Janet's teacher asked her to take a very important note to Mr. Harris, the principal, and to make sure he got it right away. Janet went to the office, but Mr. Harris was not in his office.

What should Janet do ?

Could she give the note to someone else ?

Who else might she give it to.

In my integrative activities, I found out that many of the children had benefited from the studyof this project. Many of the children who were not able to answer the questions that I asked at the beginning of the project are nowable to do so.

It is my recommendation, that such a project be used at the primary level with all special education children.

Resource Materials

Books:

1. Pepper, Wilma Dell. Read with me. Ann Arbor, Michigan:Ann Arbor Publishers, 1967.

2. Morrison, Margaret, in Geismen and Suter, editors. Very Young Verses. Boston: Houghton Mifflin, 1945.

3. Hanna, Paul R. & Hoyt, G. A. At School. Chicago: Scott, Foreman, 1965.

4. Grayson, Marion. Let's Do Fingerplays.Washington: Robert B. Luce, Inc.,1962.

Filmstrips:

1. Safety Helpers. Encyclopedia Britannica Film, 1150 Wilmette Ave.,Wilmette,Illinois.

2. School Helpers. Encyclopedia Britannica Films, 1150 Wilmette Ave.,Wilmette, Ill.

3. School Helpers. Eye Gate House, Jamaica, New York (# 121-1).

4. Safety coming to School and in School.Eye Gate House, Jamiaca, New York (#76-E)

Franklin Jones, March, 1970

The Development of Correctly Written and Oral English Usage

The problem was that many pupils failed to identify the change in verb tense and number in both speech and written English. The single form and the present tense of the verb were most frequently used.

It was the purpose of this project to develop correctly written and oral English usage. Involving mainly the single and plural forms of verbs and the present and past tenses of verbs.

The project involved thirty students in the sixth grade at West Homestead Elementary School in Homestead, Florida. There are twenty four teachers and six hundred and forty one pupils in the school. There were thirteen boys and seventeen girls involved. All the members of the class were considered to be culturally disadvantaged. There were many students with migrant numbers, but only four of them are true migrants. They travel on the road with their families. The ability levels ranged from third through seventh grades. The dates of the project were from October27, 1969 through February 27, 1970.

The teacher selected a basic list of regular and irregular verbs, a list of two hundred spelling words for the class and a set of basal readers depending on the level or levels of the group. An available supply of library books in the classroom, grade level spellers, English books and regular classroom supplies were used.

The project was organized by first of all including it in two six weeks lesson plan units. The teacher prepared ditto sheets with spelling words and verbs. Many activities involving reading, writing,

speaking and spelling were introduced by the teacher.

Each morning the pupils would write a one and a half page writing lesson of which each of them discussed with the teacher orally. The pupils would select verbs from their readings and make sentences. For an oral activity, one student would ask another student to perform some small action in the classroom, he would then ask another student to tell in the past tense of the verb, what the person did.

There was noticeable improvement in both verbal and written English usage. Many students were able to correct themselves upon making an error in speech, some could make the corrections with little instructions from the teacher. About 75% of the girls showed improvement and about 50% of the boys.

The teacher found that English Language or the parts of speech could be taught effectively when used in context and demonstrated to some extent.

The teacher concluded that English could be taught very effectively in context without placing emphasis on repitition of principles.
The teaching of principles should be concise and brief.

To get a picture of the pupils progress, the teacher implicates good record keeping.

THE EMPLOYMENT OF THE BUDDY SYSTEM IN THE DEVELOPMENT OF A MOTIVATION METHOD DURING THE PREPARATION PERIOD FOR ADMINISTERING THE AAHPER YOUTH FITNESS TESTS - By Robert C. Jones

I. Statement Of The Problem

Through personal observation of student attitudes during the annual fitness testing periods at Pine Villa Elementary School, the writer concluded that insufficient motivation accounted for a disproportionate number of students failing to approach the preparation phase of the program with enthusiasm and vigor.

II. Purpose Of The Project

It was the purpose of this project to develop a unique method of motivation among the fifth and sixth year boys at Pine Villa Elementary School during the preparation period for administering the AAHPER Youth Fitness Tests. This method was based on the buddy system and involved competitive participation in the tests as well as related activities.

More specifically, it was the purpose of the project to motivate those students with average or below average motor skills through competition on an equal basis with students possessing above average motor skills.

III. Population

The project involved one hundred fifty-four fifth and sixth grade boys at Pine Villa Elementary School in Goulds, Florida. Of this number, eight percent were migrants and thirty-four percent were culturally disadvantaged. The project was conducted during the period December 1, 1969 through March 1, 1970. The enrollment of the school during this period was one thousand fifty-four students with forty-eight faculty members.

IV. Definition Of Terms

AAHPER: American Association Health, Physical Education, Recreation

Test Battery: Pull-Up, Sit-Up, Shuttle Run, Standing Broad Jump, 50 Yd. Dash, Softball Throw,(Distance), 600 Yd. Run-Walk.

Composite Score: Average percentile scored in test battery.

Buddy System: A pairing of students for the purpose of participating as a unit in the pre-testing period.

V. Materials

Materials necessary in conducting the project included the following:

1. Two track stop watches
2. One AAHPER Youth Fitness Test Manual
3. Appropriate number of scoring sheets
4. One Dade County AAHPER Youth Fitness Test Bulletin
5. One set adjustable horizontal chinning bars
6. Three regulation softballs
7. One 50' measuring tape
8. Four wooden blocks, 2"x 2" x 4"
9. 50 Yd. track layout
10. 300 Yd. oval track layout
11. Broad jump pit
12. Sixteen marking cones
13. One whistle (starts)

VI. Procedure

The writer devoted the first two weeks in December to administering screening tests for the purpose of equating pairs (buddies) in each class. The pairings were accomplished by matching the student with the highest composite score with the student who made the lowest composite score, the second highest with the second lowest, and continuing in this manner until the entire class was paired. Odd students assisted the writer in conducting the activities.

The next four weeks were devoted to intra-class competition among buddies in all test items of the battery as well as related activities. The average percentile score of a pair was recorded for that pair for each activity. Information relative to scheduled activities and results was made available to the students weekly.

The final period of the project was devoted to administering the test battery according to Dade County AAHPER specifications and in the following order: 1. Pull-Up, 2. Sit-Up, 3.Shuttle Run, 4. Standing Broad Jump, 5. 50 Yd. Dash, 6. Softball Throw, and 7. 600 Yd. Run-Walk.[1]

VII. Results

There was an increase of ten percent in Presidential Awards over the number recorded in 1969. These awards are made to students who score on the eighty-fifth percentile or above in all tests.

1. See photographs on opposite page.

There was no significant increase or decrease in the number of students scoring on the seventy-fifth percentile or above in all tests.

There was an increase of fifteen percent in the number of students scoring on the fiftieth percentile or higher in all tests.

VIII. Conclusions

There was marked improvement in general response and a high degree of enthusiasm of the students while undergoing the tests.

A method of motivation has been established at Pine Villa Elementary School which will contribute to instructional procedures during the AAHPER Youth Fitness pre-testing period.

IX. Implications

The success of the project provides implications that:

1. Results of the AAHPER Fitness Tests are positively influenced by preparations through competitive related activities.
2. A similar project involving fifth and sixth grade girls should result in higher percentile scores.

Jo Ann S. Long
March 1970

Self_Concept: A Key to Learning

Problem: Three yourng migrant girls who were withdrawn from and almost non-verbal with the remaining 28 students in class.

Purpose: To illustrate "As one learns to accept himself he learns and is able to accept others."

Procedures, Materials, and Results: The project involved 31 students in the fifth grade at Neva King Cooper Elementary School in Homestead, Florida. It was a six weeks language arts and social studies unit, beginning the first week in November and ending just before Christmas vacation, 1969. Though, basically, designed to help develop a better self-concept for three migrant girls. The three girls were Maria Garcia, age 11; Wanda Rodriguez,age 12; and Carmen Molina, age 11. During their previous four or more years in school the three had experienced failure many times. This was due to many reasons: language barrier, moving about, and labels, such as, mentality retarded and slow learner. By the time they had reached fifth grade, they were sure they were dumb and not liked or respected by the other children. The teacher felt one of the most affective ways of helping these girls, and for her to better understand their problems, was a picture of "me".

The "thing" the girls did was to write a booklet, "All About Me". One should keep in mind that the three girls were reading at first or second grade level. The booklet included; My Name Is (name, address, what I look like), My Family (listing names and descriptions of people in the family), Things I Do (things I have

to do and things I like to do), My Favorite Person, Places I Have Been To, and When I Grow Up.

The girls worked diligently for weeks, using the help of the reading teacher, the library, asking other Spanish speaking children to translate to English, and speaking to and asking the classroom teacher for help.

As previously stated, the entire 31 students were involved. The activities that followed were numerous, but the teacher feels the following ofmost importance:1. The three girls began to recognize their worth as a human being. 2. The three girls became part and parcel of the entire class. During social studies if we talked about Texas, they could participate. Math and health were correlated by discussing distances traveled and talking about foods we eat on the road, where and how we get our rest. Reading and writing skills were developed during the writing and research part of the project. 3. The other students in class beganto understand and accept Maria, Wanda, and Carmen for themselves. 4. The teacher and students saw in action "that one learns what one lives:"

Conclusions and Recommendations: The accent was definitely on the positive. Through a better self-concept children were given a place in the sun- an opportunity to feel important and to become constructive and meaningful young people. Finally, this teacher feels, to reach any students: Spotlight the strengths they have and minimize their weakness. Find something (All About Me is only one way) each one can do and give him recognition for it. And by a teachers every action say to all of them, "YOU ARE SOMEBODY."

Chester R. Magee
March 1970

Title. The Development of a Lesson on the Aztec Indians Designed to Make the Students aware of the Greatness of Mexico and Desirous of Knowing More of it's Culture.

Problem. During the past several years, much has been said about the need for special courses in our schools on Black Culture so that the Black child might know something of his history and feel a pride in it. It was the writer's feeling that, if this be true of the Blacks in our land, it must also be true of the Mexican-Americans who make up such a large part of our migrant population.

Purpose. It was the purpose of this project to construct a lesson on the Aztec civilization that would make students aware of the greatness of Mexico, wish to learn more about Mexico, and understand that the Mexican-Americans have much to be proud of and much to contribute to the greatness of our land.

Population. The project was conducted during the first week of March, 1970, in nine upper grades of Redland Elementary School, Homestead, Florida. The school, located in a farming district, has a staff of 36 teachers and a peak enrollment of 950, including approximately 175 migrants. 32 Mexican-Americans were part of this project.

Materials. A tape recorder was used to record the story of "The Mighty Aztecs" and also to play the tape in the several classrooms. The narration was selected from "The Sun Kingdom of the Aztecs" by Victor W. von Hagen (World Publishing Co.,1958) and the background music was taken from "Mexico" by Carlos Chavez. (Columbia Record IS 1016)

Procedure. The writer prepared a script which sought to point out the grandeur of the Aztec civilization and narrated it into a tape

recorder over a background of authentic Mexican music.

In each of the nine classrooms, a discussion of the Aztecs both preceded and followed the playing of the tape. Finally, each student was asked to fill out a simple, unsigned questionnaire which sought to determine if he had enjoyed the story of the Aztecs and if he would enjoy listening to further stories about Mexico.

Results. The questionnaire showed that 76% of the students had enjoyed the tape and wished to hear more, 3% enjoyed the tape but did not wish to hear more, and 21% did not enjoy listening to the tape.

Summary of Findings. The students at Redland or grouped according to academic ability. In the high sections, 88% of the students enjoyed the tape while only 65% of those in the low sections expressed this opinion. The same thing was apparent in the discussions that followed the tape, i.e. the students in the upper sections listened better and learned more than the students in the lower sections.

Conclusion. The writer concludes that while much can be learned in social studies by the use of the tape recorder, the audio medium by itself is lacking. The music seemed to be enjoyed by all, but added visuals would have helped. Many students expressed the desire to have the presentation made into a film. Measurement of attitudes was not attempted, but the writer hopes that the tape contributed in some small way toward a better understanding between ethnic groups.

Implications and Recommendations. The migrant students are generally shy and not easily drawn into classroom discussions. It is sometimes questionable as to how much they understand of what they hear. It is therefore recommended that a companion tape in the Spanish language be made available for use with the migrant students in future lessons.

Sharon Mahnke
March 1970

TITLE

The Development of Communication in Language Arts

PROBLEM

A group of second grade children participated in a project to further develop written communication; both creative and as a part of daily living. With their teacher's guidance, each participant wrote and illustrated a story related to his experiences. Every child was an "author" and an "illustrator" and produced an original book.

PURPOSE

It was the purpose of this project to develop better communication of experiences through written and artistic expression of ideas.

POPULATION

The project involved thirty second grade students at Redondo Elementary School, Homestead, Florida. Fifteen boys and fifteen girls, none of which were migrant children, participated in the project involving the area of Language Arts. The project was conducted between January 5, 1970 and February 28, 1970, in a school with an enrollment of approximately 425 and a faculty of fourteen members.

MATERIALS

The materials used in the project consisted of materials furnished by the school and resource materials made available by the teacher. Second grade writing paper was used to write an original story related to an experience or an idea. Manilla paper and crayons were used by each child to illustrate that part of the story relating to the sentence or sentences on that page. Colored

construction paper was used to illustrate the cover. The sentences (typed by the teacher) and illustrations were attached to colored oak tag and bound by plastic binders.

PROCEDURE

The general procedure used to successfully obtain a story from each child was as follows:

1. A story or response from a picture or other stimuli was obtained.
2. The response elicited from the child was written by the student or by the teacher if a child was unable to form his idea on paper. (One child was unable to write his idea.)
3. The story or response was then divided into sections representing pages of the book.
4. The child illustrated a picture for each section.
5. A cover page was illustrated.
6. The child's name, age and title were included on the title page.
7. The story sections were typed with a primary typewriter on the page with the illustration.

RESULT

Each child was able to create and express his idea in an original story resulting in an individual book. Thirty new books were added to the classroom library. There were thirty different authors and illustrators recognized.

SUMMARY OF FINDINGS

The writer finds many unique characteristics of this project. First was the content, which was totally peer-produced. Second, the reading vocabulary used was derived from the child's spoken vocabulary. Third, the content was based on present vocabulary and interest of the child. The content was also kept within the limits of the child's experiences.

CONCLUSION

A child involved in creating, develops new insights about himself and the world around him, a better self-concept and discovered [illegible] as a book.

RECOMMENDATIONS

Recommendations for apolication of this project include: A vocabulary list be made and put at the end of the story. A teacher may stimulate interest through books, films, listening to music, interpreting pictures, going on a field trip or just interesting discussions.

Mary W. Martina
March 1970

The Development of an Awareness of OUR Community

Problem

The migrant children's families in this class were of Mexican-American descent. They were from very large families and the predominant language spoken in the home was Spanish. This fact in itself was a major barrier to all of these children in their daily relationships with their schoolmates. Although they had resided in the same community, though still field-workers, they were not regarded as a part of the community by many of their classmates. This was reflected in their classroom performance as well as behavior on the playground.

Purpose

The purpose of this project then was twofold. First, to get the migrant child to realize, as well as his classmates, that he and his family did have a place in this community. Secondly, by using a variety of materials in this project that he was familiar with, the migrant child would feel more comfortable in his classroom situation and be more willing to freely express himself.

Population

The project involved twenty-four students in a second grade classroom at Perrine Elementary School in Miami, Florida. There were nine girls and fifteen boys in this classroom. Three of these children were migrant, (two girls, one boy), with the ability grouping low for the girls and slightly below grade level for the boy. The

subject area dealt with was primarily social studies with emphasis put on the development of oral skills of these children as much as possible. The school enrollment was approximately four-hundred with a faculty of twenty-one teachers.

Procedures: Methods and Techniques

The teacher developed a study of the community around their own community using filmslides of locations and stores familiar to all in the classroom. The teacher planned for extension of the study of the farms around the community, their workers and their products. This was done by bringing in cans of vegetables as well as the vegetables themselves to be named by the class members. The migrant children excelled in this.

Procedures: Activities

As each slide was shown in a planned sequence the children in the class helped develop a chart on what they knew about the picture and its job in the community. Where wanted or appropriate the children drew their own pictures to illustrate this part of their community. As the migrant children began to see that their comments were important to their classmates, they became freer in their oral expression. A highlight of the study came when one of the migrant children volunteered to bring in strawberries he had picked with his father for a "strawberry party".

Results

Two of the three children showed improvement in their oral skills. The other child was still hampered by her language barrier.

The filmslides were an excellent source for motivating discussion,

and helping to establish the "community" concept for these and all children.

Summary of Findings and Conclusions

Presented with those experiences and objects that are somewhat familiar to him, the migrant child is often just as capable and willing to learn as other "advantaged" children.

Implications and Recommendations

The materials and techniques used in this project may be varied to suit the children and situation.

Robert J. Maycox
March, 1970

STUDENT HELP STUDENT PROGRAM

PROBLEM

For many years reading levels in underprivileged and migrant areas have been extremely low. Many approaches have been used in both public and private schools to increase the reading levels of children in these areas. There are such programs as mobile units, remedial specialist, crossgrouping, and many other programs organized in an attempt to meet the needs in these areas. We in the community program at A.L.Lewis are forever attempting to meet the needs of the people. We are forever striving to better conditions both socially and academically. With these things in mind, we have started a tutoring program for slow students.

PURPOSE

In organizing this program, we were concerned with helping slow learners and migrant pupils that are not in school during the regular day. The original project was geared primarily to reading.

POPULATION

The project involved 48 pupils in grades 4th, 5th and 6th; six Neighborhood Youth Corp Students in grades 10th, 11th and 12th. The six senior high students were selected to act as tutors for the elementary pupils. Each tutor had 8 pupils. One of the tutors was a migrant and all were from the lower income bracket. This project was conducted Monday through Thursday from 3:30 to 5:30pm.

During visitations by Neighborhood Youth Corp Directors and other interested persons, it was suggested that the classloads were too high. We are now in the process of restructuring the program. We have been allocated fifteen junior high students to act as tutors at a 2 to 1 ratio. The tutors selected are to be trouble makers from the lower income bracket. A full time leader (classroom teacher) has been employed to direct the tutors in planning lessons to be used. The tutors are given self evaluation sheets to evaluate themselves daily.

SUMMARY OF FINDINGS

We have discovered that students considered as trouble makers can be helped as they help others. Responsibility sometimes is the answer to many of our school problems.

CONCLUSIONS

I believe that from this project, small groups with carefully planned programs are very effective among slow learners. Especially when slow learners can identify with group leaders. The program is helpful in giving responsibility to underprivileged children and aids in helping them to become better citizens.

IMPLICATIONS AND RECOMMENDATIONS

I think this has been a very successful project and should be used continuously. I would like to recommend that all Neighborhood Youth Corp workers be used in similar type programs, because they provide for on the job training. Previous Neighborhood Youth Corp Students have been used as custodial helpers, maids and similar jobs with lesser training.

MATERIALS

An unlimited amount of materials were used in this program. The type of material used depended on the skill being taught. Some of the materials used were: tape recorders, tach-x, overhead profectors, record players and listening stations.

PROCEDURE

The first step in organizing the project was to write up the idea and decide on persons to be used. The idea was to use underprivileged boys and girls in senior high schools in an attempt to give them a feeling of responsibility. The project was written up and presented to Mr. Bennerman, the director of Neighborhood Youth Corp. Permission was granted to employ persons desired. Students were selected from grades fourth, fifth and six to participate in the program. These students were given permission slips to be signed by guardians. The first week was devoted to orientation and planning with the tutors. We planned to tutor for an hour and a half and plan the remaining thirty minutes. This gave the tutors two hours per day. The students were sent from one tutor to another every 15 minutes. The first station was reading skills with the tach-x machine; the second was reading skills with the control reader; the third was the use of film strips; the fourth was stories, using the record player; the fifth was vocabulary skills with flash cards; the sixth was public speaking, using the tape recorder.

RESULTS

Students involved as tutees have shown a great deal of interest in this program. Their attendance has been perfect. The sessions were not long enough to become boring. Classroom teachers have expressed improvement of students and have asked to include more students in the program.

Ruby M. McIver
March 1970

University of Miami School of Education

NDEA Institute 1969-70 Project

Title: The Development of Critical Thinking--Following Directions

Problem:

Since migrant children are with us for a limited time during the school year, the writer has found that they face a greater difficulty than other members of the class in understanding directions. The writer also found that the migrant children do not think carefully before giving answers to problems.

Purpose

It is the purpose of this project to promote critical thinking, and try to develop a means by which the children can follow directions.

Population

The project involved thirty students in the second grade at Florida City Elementary School in Florida City, Florida.

This project was conducted with fourteen girls and sixteen boys in which twelve migrant children were involved. The ability level of the group ranges into three categories. These categories are high, average, and low. The ability level of the migrant children ranges from average to low.

There are about seven hundred students enrolled in Florida City Elementary School. One-fourth of these students are migrant students.

The faculty consists of twenty-one members.

This study was conducted from December 15, 1969 to February 27, 1970.

Materials

The materials used were drawing papers, pencils, and crayons.

Procedures

After hearing a short paragraph that the writer would read to the class, each child was required to draw a picture of whatever was perceived by him.

During the first month of this project the writer read a short paragraph to the class at least three times a week. The children were required to listen carefully while the paragraph was being read and to draw a mental picture of what they heard; then, translate this picture on drawing paper to share with each other.

After the first three readings no one was able to translate on paper exactly what was read. The children drew only part of what was read. However, gradual changes occured with the high ability students.

Within the month of January the high and average ability students were able to perceive everything that was read to them. They worked diligently with those students who were not able to draw everything they heard, by making up short sentences for those students during individual-help period. Changes began to occur among all students.

During, February, the last month that the project was conducted,

more than three-fourth of the members of the class were able to perceive whatever they heard in the short paragraphs that were read. In this month the paragraphs were read only once to the children, whereas at the beginning of the project they were read three times each.

Paragraphs such as the following were read:

Skinny is a colored clown.

He has a suit with blue checks.

He has a red clown hat.

He has the biggest feet you ever saw.

He is riding a giant scooter.

Results

This project enabled the children to understand directions better, and it also encouraged their thinking ability.

Summary of Findings

Progress has been made in the children's reading activities and in worded arithmetic exercises.

Conclusions

In conclusion, since the basic principal of good teaching with the migrant child is the same as with any child, the writer thinks that teachers should be conciderate with the 'traveling child' as they would the 'stationary child'. The migrant children should be included in all activities in the class according to their abilities as would all other children, because each child has something to contribute wether large or small.

Fannie McPherson
March 1970

Florida

The Land of Sunshine

We believe an element of choice, within an orderly famework, will best stimulate a child's inmate desire to learn and to develop.

A student will become self-motivated if he participates in shaping his own learning program. The learning material must be relevant to each individual child. Task grouping and individual work based on the teacher's assessment of the students needs, tend to eliminate much waste of classroom time and energy as well as guard against skill deficiencies in any child.

Children liked making their own choices and adhered very quickly to the rules. We read many stories about children of other lands, their communities, industries, important cities, rivers, lakes, and climate.

This project was aimed toward improving their self concepts, self confidence, self direction, and to initiate a desire to read, and learn something about the state in which we live.

Charts were written about our state. Books, maps, and

Indian costumes were displayed. The children learned and performed and Indian Dance.

The children seemed to become totally involved in the activities. Just viewing the enthusiasm of the children convinced me that the study of Florida offers endless, rewarding experiences for every child.

This group of thirty-four second graders at Richmond Elementary; twenty boys and fourteen girls, had limited knowledge of Florida industries, rivers, colleges, universities; who discovered Florida and why; what is important about Cape Kennedy and what happens there; the names of our waters, and Florida's boundaries. To broaden this limitation, we set out to "Let's Find Out!!"

First of all let's learn what is a river, lake, a man made lake, etc. these and many more were listed on the board.

The children showed remarkable abilities constructing Florida with clay highlighting its spots of interest.

The children became familiar with the flowers that grew in their own yard. They also learned the names and structures of many flowers. The class was organized into three groups of ten with a group leader.

The activities were: _

1-Painting and coloring and pasting.
2-Constructing the map.

3-Mounting with clay.
4-Placing important data on the map.
5-Locating important rivers, lakes, cities.

All of the children participated beautifully during this rewarding experience. They learned to recognize the shape of Florida on the United States map, and to locate Tallahassee, it's capital. They learned Pensacola is the U.S. Naval Air Training Station. They learned who wrote the state song, "Swanee River."

The children developed awareness of truck farming and the activities involved. These and many other discoveries were made. I found my most quiet pupils really blossomed. Many who had done very little reading, became good chart readers.

This group, considered below average, had many obstacles to overcome as they worked in their projects. This to them was a rewarding experience. Individualized reading from charts, etc. helps teachers to establish and maintain the kind of classroom every teacher values. A class in which every child is challenged to his own capacity; every child works with a purpose and enthusiasm.

Cooperative relationship between each pupil and his teacher stimulates maximum progress and development.

Lorraine Moffett
March 1970

THE DEVELOPMENT OF SOUND AND SIGHT RECOGNITION FOR THE LETTERS OF THE ALPHABET

The members of the class were unable to recognize the letters of the alphabet or to associate the symbols with the corresponding sounds.

It was the purpose of this project to develop recognition of the letters of the alphabet and sounds that these letters represent. With their teacher the members of the class associated words with the different sounds and letters.

The project involved seventeen students in the morning kindergarten class at Neva King Cooper Elementary School in Homestead, Florida. The class was composed of seven boys and ten girls. At least four members of the class were culturally disadvantaged, and one was a migrant. We dealt with the language arts subject area. The project was started in January and completed in March 1970.

For the project each child used 30 pieces of construction paper, 27 pieces of writing paper, an assortment of 8 crayons and a bottle of paste. The First Talking Alphabet, Part 1, published by Scott, Foresman & Company was used to introduce each part of the project.

The teacher introduced each letter by playing a record from the First Talking Alphabet and having the children do

the activities suggested on the record. Each child was given a picture card and was asked to point to the picture whose name started with the sound mentioned on the record. The teacher then gave each child a piece of construction paper, a piece of drawing paper, a piece of writing paper, a box of crayons and a container of paste.

The students rubbed their finger over the felt letter on The First Talking Alphabet card. They then took a crayon and made that letter on the piece of writing paper. The drawing paper was used to make a picture of something whose name started with that letter. Each child cut out his picture and pasted it on the construction paper beside his writing paper. Each day a different letter was approached in this manner. At the end of each week the pages were stapled together in alphabetical order.

After the project was completed, most of the children were able to recognize and to write any letters of the alphabet and name at least two things that made that sound. They also were able to find the letter mentioned by the teacher. In addition they could recall the picture they had made for that letter.

The writer found that most children of kindergarten age can be taught to write and recognize letters and associate words that begin with those letters if they are pro-

vided with proper experiences. The children who were culturally disadvantaged progressed at the same rate as the others and often their drawings were more naturalistic.

The writer found [redacted] the project very helpful and recommends that learning be extended by using Part 2 of The Talking Alphabet in which initial sounds, consonant sounds, vowel sounds etc. are introduced.

A COMPARATIVE EVALUATION OF THE PHYSICAL FITNESS STATUS OF MIGRANT AND NON-MIGRANT ELEMENTARY SCHOOL MALE STUDENTS

Mabel Ortiz

PROBLEM:

The inability of or lack of desire in migrant elementary school students to adapt or perform in regular group activities and to compete with non-migrant students in physical exercises.

PURPOSE:

It was the purpose of this project to determine the extent of the limitations of migrant students in their physical activities in class environment and evaluate their degree of competence in competitive sports,

POPULATION:

This project involved ninety-eight students, (male), ten to thirteen years of age, from the fifth and sixth grades at Avocado Elementary School in South Dade County, Florida. Thirteen of these were migrant students. The school has five hundred and sixty students and a faculty of twenty one teachers. The study was conducted in the monthes of January and February of nineteen seventy.

MATERIALS:

The A. A. H. P. E. R. Youth Fitness Manual (1) , adequate supply of Ability Grouping Cards- boys (blue), horizontal chinning bar, chair, four tumbling mats, two blocks of wood, 2" x 2" x 4" , two stop watches, tape measure, 50 yard track (lanes indicated), starting signal (whistle), 3 softballs, eight wooden stakes.

PROCEDURES:

Methods and Techniques - The teacher in charge of the project organized the sequence of cativities, kept score of performence levels, enforced all rules pertaining to the project.

Activities - Students participated in the events individually when ordered by the teacher; each student waiting in line to use the facilities available. All students followed the same procedure.

RESULTS:

An analysis of the results showed that, even though the migrant student sampling was smaller than non-migrant, the migrant student failure percentages were considerably higher than the non-migrant students, mainly in the softball throw and the standing broad jump. The migrant students exhibited a distinct physical deficiency in their ability to perform the tasks assigned in these two tests which require leg and arm strength and explosive power.

SUMMARY OF FINDINGS:

Migrant students failed to qualify in many of the events in which they participated and, taken as a group, their percentage of failure was 24% as against 8% for the non-migrant group.

CONCLUSIONS:

The performence of migrant students in the school environment is being hampered by a physical inability to meet their fellow non-migrant students on even terms. The physical incapacity forces them to exclude themselves from activities that might expose them in an inferior capacity to the non-migrant students. Actual observation on the field on a daily basis tends to corraborate this conclusion.

IMPLICATIONS:

The social customs, financial handicaps, and working conditions of migrant laborers reflect the atmosphere under which their children perform. It is not hard to visualize dietary deficiencies that preclude strenuous activities on the part of migrant students in school. Children working in the fields to help their parents to earn a living is not conducive to proper competition with well-fed non-migrant students in a school situation. Teachers dealing with migrant students are faced with the psychological as well as physical adjustments these students must make in order to compete with others. Knowlege of these problems is the first step in finding their solution.

THE MIGRANT CHILD THROUGH THE EYES OF AN ADMINISTRATOR -
"HAPPY CHILDREN AT REDLAND ELEMENTARY" - Bernard J. Pennington, March 1970

Introduction

" The administrator is composed of both mind and heart, he is a creature not only of his knowledge but also of his taste and feelings and values and emotions."

How a child feels is more important than what he knows. The migrant child at Redland Elementary has a short stay from late October to early April, but during this time, we feel that we must help him meet some of his needs.

Problem

The migrant child, as all children, must feel a personal worth. He must have relative freedom from fear and anxieties at all times. There is a definite need for success. There should be some balance between success and failure as continous failure is far more damaging than continous success. Recognition is very important. The migrant child needs to know that we are aware of him and that we like him.

Purpose

Early years of experience is very important to all children. The school must assume some of the responsibility that the home does not or cannot assume. Love is a need from birth to death. The school is an excellent place to work with children that need extra love and attention. Anyone can fill this void-custodians, maids and teachers. The school's aim should be to produce less fear; less prejudice; more love. We do this by showing that we have respect and care for all children.

Population

There are two hundred migrant children out of a total school population of one thousand. The grade level of the school runs

from Head Start to sixth year. The achievement range is from four years below grade level to grade level. The program at Redland Elementary is designed to take student from where they are, achievement wise, and develop these abilities as much as possible during the period of time the child will be in school. Along with the forty teachers, their are four teachers and five aides that work directly with the migrant children. The school attempts to personalize or individualize instruction as much as possible. Migrant children are taught all of the subjects in the elementary curriculum although, eighty-five percent are working below grade level and require more of a remedial program.

Materials

Photographs were used to show the results of this project and serve as a record for future study. Over one hundred and fifty pictures were made. These pictures can be located at Redland Elementary School - 24701 S.W. 162 Avenue - Homestead, Florida.

Procedures

With the use of camera equipment, the migrant students were photographed in every type of involvement in the school, from classroom to playgroung. These students, in most cases, were not aware that they were being photographed. This was purposely done to prevent false actions.

Results

The outcome justified our belief that how children feel will determine how they learn. The following concepts were evident:

1. Feeling and appreciation and understanding for one's self and other people. Social living was improved; they worked together effectively.
2. Attitudes, values and appreciation for self and others improved.

Open-mindedness, critical judgements, discrimination, responsibility and respect for others.

3. Skills, abilities and habits improved.
4. Problem-solving, finding facts, coming up with research.

Summary of Findings

There is a very positive correlation between how migrant children feel and how much they learn. When migrant children feel good about school, teachers and other children, they will learn at an unbelievalbe rate.

Conclusions

We have happy migrant children at Redland Elementary School. We have migrant children that are achieving in all aspects of school life at Redland Elementary School.

Edna M. Reneau
March 1970

EPDA INSTITUTE 1969-70

Teachers of Migrant Children

Dr. Arnold B. Cheyney, Director

Development of personal values through literature

Problem. Children lacked the knowledge of how to live in a manner which was full and satisfying. With their librarian, the members of the class read to find out these facts.

Purpose. It was the purpose of this project to develop personal values through literature.

Population. The project involved 36 pupils in four grades at Redland Elementary School in Miami, Florida.

girls	22
boys	14
culturally disadvantaged	36
migrant children	36
low and few medium ability	
literature was dealt with	
enrollment	976
faculty	42

dates - October 8, 1969 - March 14, 1970

Materials. Separate bibliography of recommended books.

For each pupil: White, cream, gray drawing paper.

Crayons and pencils.

Mimeographed experience sheets.

Procedures. Methods and Techniques. Librarian showed pupils how to correctly write titles on Borrower's Cards. The writer suggested books related to their own experiences. Librarian checked from time to time to see if pupils were able to read books which they had taken. This enabled her to recommend accordingly and provide variety. Through literature the librarian was able to provide encouragement, assist in gaining information, as well as reading for pleasure.

Activities. See attached list of experiences. Librarian worked through materials where necessary and led pupils to draw own conclusions. Pupils made drawings to illustrate ideas thought about in books read.

Results. Pupils became familiar with many interesting books. They became more conscious of what the story was about and planned how to illustrate it. Pupils learned to read to find an answer. Librarian noticed a decided interest in reading but for short periods of time to begin with. Pupils matched authors and titles in games provided. Library skills were learned, also that books of one kind were shelved together.

Summary of findings. Migrant children are self-reliant, not at all dependent. Pupils go ahead on their own. Pupils asked for help when the task got beyond them, because they had learned it is a waste of time to stay on a job too long when making no progress. Migrant children would help a Grade one class get to right shelves, put name on proper lines and many times have carded their books. Librarian found her pupils to have pleasant dispositions, and that they were

active and courteous.

Conclusions. The librarian concludes that migrants are eager to learn, are receptive, draw correct conclusions generally and have good common sense. There is good rapport between the children.

Implications and Recommendations. The librarian sees the migrant as being able to learn. He is not overly aggressive so definite, specific suggestions should be made early in year regarding library. The writer sees a need for follow-up with much easy reading and a tangible clinching of facts with short exercises and experiences frequently repeated.

Bibliography. The librarian finds numerous publishers catalogs, as well as the Childrens Catalog, which contribute. These books teach us how to develop personal values and an understanding for other peoples through literature.

Betty W.Schmidt
March 1970

PROJECT U.S.: WHERE ALL OF US WERE BORN

PROBLEM: The mobility of all the children, not just migrants, had left a void in any knowledge of their birthplace.

PURPOSE: It was the purpose of this project to develop an awareness and personal identification with the city and state of their birth as everyone is confronted, wherever they go, with the words, "Place of birth."

POPULATION: Thirty-five third grade students at Air Base Elementary School, Homestead, Florida, were involved in the project. Class included twenty boys and fifteen girls. Two boys were migrants from the South Dade Labor Camp. Enrollment at Air Base consisted of 1350-1400 pupils and 44 faculty members.

The project was formed around a social studies unit to teach state names, abbreviations, state capitals, and regional grouping of states. The project was conducted between December 15, 1969 - January 30, 1970.

MATERIALS:
A. One 3' X 6' outline map of U.S. showing only state borders. (One used was traced onto four poster boards taped together and cut out.)
B. Colored photograph of each child placed around border.
C. Straight pins and colored thread to mark and join birthplace and picture together.
D. Jenn duplicating masters, numbers C402 through C410 to make map booklet.
E. Teacher made transparencies of above pages.
F. Overhead projector and screen.
G. Tape recorder with tape.
H. Assorted travel brochures of states, library books, and reference books.

PROECDURE: The map was placed as a bulletin board display. A colored snapshot of each child was taken, developed, and placed around map. To keep anticipation high no state names or state capitals were placed either on the bulletin board map or in personal map booklets until a pupil identified and located the state and its capital on the map, and also, on the transparencies pertinent to that region.

Using the pupil's cumulative folder and/or school registration card, the birthplace for each pupil was noted and then placed on the map. The picture was connected to this spot by the use of pins and colored string. This brought a personal identification to the project.

Pupils then took two weeks seeking information about their birthplace from parents, the library, travel brochures, or other sources they could find.

During this period boys were pitted against girls in games involving identification of state names (by seeing state outline or abbreviation), capital city, or region.

Following criteria set up by pupils, reports were written, given orally, and taped in the process. The tape was played back enabling pupils to be critical of their own report and then erasing tape and retaping report if so desired.

RESULTS: The project brought an identification with their birthplace they did not have before. It made learning state names and their capitals more interesting as one of those states and its capital concerned them alone. They were quite critical of their own oral presentations and many requested a repeat taping.

SUMMARY OF FINDINGS: Children normally hesitant about oral presentations enjoyed this project. Pupils have asked for a continuation by reporting on last city and state they resided in before coming to Homestead.

CONCLUSIONS: Project was an enjoyable learning situation whereby a number of basic concepts were absorbed readily that normally are difficult to learn.

Ernestine Seymore.
March 1970

THE MULTIMEDIA APPROACH IN THE LANGUAGE ARTS - GREATER EMPHASIS ON READING

For many years and more so at the present time, ways to upgrade the reading of the low-achiever has been a problem. This reading retardation may result, to a large degree, in teaching all children in the same manner, using the same methods and techniques and materials. The project was to determine the effectiveness of a concentrated attack, cooperative planning and a changed environment on the reading problems of children.

It was the purpose of this project to assess the effects of an intensive reading program which would include varied type of media to meet the wide interests, reading level needs and develop self-concepts. If such efforts would produce gains greater than those gained without the added media and personnel assistance.

September, 1969 - June, 1970, approximately 127 children in grades one and two (63 boys - 74 girls) of the 620 pupils of the A. L. Lewis Elementary School, Homestead, Florida, were involved in the LANGUAGE ARTS (reading) PROGRAM. There were four first grade teachers, one second grade teacher involved out of 23 classroom teachers. The entire group was classified as culturally "educationally" disadvantaged. Included were 7 migrants and the levels of instruction ranged from pre-reading thru third grade.

Because a"learning child" needs a wide variety and versatility of materials, an attempt was made to involve materials and the child in a good educational

situation. Materials used:

three basal reading series
workbooks
manipulative aids
programmed materials
supplementary books
recordings
listening stations
film & filmstrips
maps & globes
charts & graphs
art & music media
magazines
overhead projector
Language Master & etc.

The teachers and building Principal identified the pupils most likely to profit from the program, developed behavioral objectives and the implementation of the project.

Ninety-three first graders were included in the experimental group, thirty-four second graders made up the other section of the experimental group. The remaing first graders were included as controlled. The sixteen second graders classified as controlled were separated from the project group.

A unique feature of the program involved the placing of a fulltime aide with the classrom teacher, money allocated for field trips and needed equipment. Each teacher andaide established a working relationship with the subjects in order to make every experience pleasant and meaningful for the child. They normally proceedfrom the behavioral objective by providing experiences and activities, evaluating abilities (skills) diagnostic teaching. The teacher review and preview materials to be used and how they will fit into the whole picture. In thisprocess of "learning", teacher observatios were to become increasingly aware of the child's academic achievement, feelings about himself and attitudes toward others. To help the child feel success, many interest groups and activities were carried on during the school day. Beside the developmental

reading block, there was a second reading period (reading in the content area), recreational reading, group and individual work using the different media. As the child masters a skill, it is noted on a displayed chart. He looked forward to his evalu ationsession and worked very hard to make progress to chart his accomplishments.

The writer found that the experimental group showed greater gains in reading, the ability to work independently at longer periods of time. The attendance inproved and school was a pleasant place to attend and learn.

Varying combinations in reading abilities were identified and efforts were made to correct these problems. The attention span was a factor, but cooperative planning helped deminish the problem

For some children, even in second grade, the process of formal reading should be delayed until many experiences and self-concepts have been developed and/or professional help has been exhausted.

Primary schools might well consider the possible value of aides, cooperative planning and provide and exhaust every media to enhance learning.

School of Education University of Miami

EPDA INSTITUTE
Teachers of Migrant Children
Dr. Arnold B. Cheyney, Director

A Teacher's Use of the "Draw-a-Man" Test As An Aid in Teaching Disadvantaged Children

by Bertha F. Strawn

Problem. Having the results of the Goodenough "Draw-a-Man" test from two state kindergartens and from a Headstart kindergarten and many statistics about individual children, the writer's problem was how to utilize best that information for a class project that could make the writer more sensitive to the learning needs of the children in Headstart.

The "Draw-a-Man" test is a valuable, rapid, fairly accurate intelligence test standardized for children from 4 to 10 years old. The child is simply told to draw a man. The test is scored by a "point system", as one point each for head, eyes, arms, etc. Each point represents 3 months of mental age. A basic credit of 3 years is used as the starting point. In general the test results correspond closely to those obtained on the Stanford-Binet. The figure is to some extent a mirror of the child's self-concept.

Purpose. The purpose was to see if the Goodenough test could help the writer in preparing the Headstart children for first grade.

Population. Tested were 37 five year olds in two state kindergartens, 21 boys, 16 girls, taught by 1 teacher in 2½ hour sessions at the South Miami Heights Elementary School of 1200 pupils and 40 teachers. The school was in a low middle-class

suburb of Miami. Homes were small and well-kept. Families were young and only 4 mothers worked.

Also tested were 17 pupils in a Headstart kindergarten, 11 boys and 6 girls, taught by one teacher and one aide, in a 7 hour session, at Goulds Elementary School with 500 pupils and 16 teachers. The school was in a culturally disadvantaged rural area. Homes and apartments were small, shabby, and overcrowded. Nine mothers supported families. Some parents were farm laborers, but they seemed to be proud they were not migrants.

Materials. Materials were the "Draw-a-Man" test and scoring instructions, the children's test papers, and index cards showing pupil statistics collected by the writer from cumulative records, conferences, and home visits.

Procedures. With more foresight, the writer could retest with certain of the conditions better controlled. The state kindergarten children were tested with no preparation in the 3rd month of school. The Headstart children were given some preparation, using "Charles" as a model, and were tested in the sixth month of the school year. Tests were scored, mental ages computed, and statistics concerning the children matched with the scores.

Results. The average mental age shown by the a.m. state kindergarten was 6 years, 9 months, by the p.m. state kindergarten 6 years and 3 months, by the Headstart group 6 years.

Summary of Findings. Without preparation and during the 3rd school month, the Headstart children would probably have scored considerably lower. The scores seemed to fit the teacher's

observations and assumptions of child ability. In most cases the individual scores matched the child's home environment and obvious limitations as the teacher expected, but there were interesting exceptions. The highest score in the state kindergarten groups was made by a child with a very low self-concept, who lived part-time with a step-mother and a harsh and demanding father who felt much bitterness toward the boy's mother, and who lived part-time with his mother and other siblings in New York. He was aggressive, insecure, cried easily, and would not try if there were a chance of failure. Some of the low scorers were just as baffling.

Conclusions. It is concluded that while most factors that affect learning are known, the excitement lies in trying to find the unknown.

Implications and Recommendations. The Metropolitan Reading Readiness Test has a drawing similar to the Goodenough test. Teachers are told to let the child draw for 10 minutes and not to allow the child to scribble over the drawing. The writer would like to try many activities to develop the self-concept of the Headstart children and to give much work in art and crafts to improve coordination of small muscles and to develop concepts of space-relationships on paper, then to re-test and compare with a state kindergarten group under conditions controlled as much as possible.

THE DEVELOPMENT OF NUMBER CONCEPT - ONE THROUGH TEN - WITH FIRST GRADE MIGRANTS

Ila Bee Turner

PROBLEM---

The writer observed that the first grade migrant pupil had very little, if any, concept of numbers.

PURPOSE---

It was the purpose of the project to develop the concept of numbers, one through ten, with first grade migrants. The writer involved the pupils so that they could make meaningful contribution in the classroom.

POPULATION---

The project involved four migrant girls in the first grade at Neva King Cooper Elementary School, Homestead, Florida. The school had an enrollment of 705 pupils with 25 in this first grade class. The study was conducted from December 1, 1969 through February 20, 1970.

The names and ages of the pupils were:

Rosa Ramos --- 8
Rosalinda Esquivel --- 7
Norma Garcia --- 7
Guadalupe Rodiquez -- 7

Rosa Ramos was a repeater in first grade having attended only 78 days the previous year. The other three were first graders for the first time.

MATERIALS---

The writer used poster board, magic markers, paper fasteners, cut-out pictures from magazines, paste and construction paper. Play money, children's domino sets, counting beads and colored cubes were purchased from Drago School Equipment and Supplies.

Two of the number games we played were found in THE INSTRUCTOR,

February, 1969 on page 89.

Other number ideas were found in BEGINNING ARITHMETIC, A WHITMAN HELP YOURSELF FIRST WORKBOOK, Whitman Publishing Co., Racine, Wisconsin.

PROCEDURES---

METHODS AND TECHNIQUES--- The teacher planned oral number games or activities and written exercises.

Examples for oral activities-

1. Counting crayons
2. Counting beads on the number bar
3. Counting children in the classroom
4. Counting bottle caps and colored cubes
5. Spin the number wheel and tell the number
6. Counting dots on large numeral cards
7. Counting dots on dominoes
8. Counting objects drawn on transparencies
9. Matching dot cards with numeral cards

Examples of written exercises

1. Drawing sets of objects
2. Matching objects to numerals
3. Writing numbers 1 through 10
4. Following dots to complete a picture

ACTIVITIES---

The children counted beads, bottle caps, the dots on dominoes, colored cubes and crayons orally. They drew sets of objects, matched objects to numerals and wrote numbers one through ten.

RESULTS---

Guadalupe and Norma learned to write their numbers up to ten consistently. However, Rosa could write hers some of the times and other times could not. Rosalinda was absent often so missed much individual instruction. She was very slow and never did write numbers to ten without mistakes. She also had to look on the number line in

order to write her numbers to ten.

SUMMARY OF FINDINGS---

The writer found out that one of the girls, Rosa, regressed in some of her learnings. Rosalinda needed more individual help in the correct formation of the numbers as well as more readiness with sets of objects. Norma and Guadalupe made satisfactory progress throughout the project.

CONCLUSION---

The writer concludes that a migrant pupil can learn these concepts with individual instruction and constant repetition. An important factor in learning is attending school regularly.

The Development of Oral Expression in Migrant and Underprivileged Elementary Children

by Doris Volbrecht

The problems of this class were their inability to adequately express themselves verbally, and insecurity in creating stories and poetry. Language barriers and cultural deprivation were the main causes of the problem.

Therefore it was the purpose of this project to develop oral expression and creativity that was more than just the bare essentials of communication. This was to be done in the area of language arts through the use of stories and poetry.

This project involved a population of thirty-two (32) students in the first grade at Florida City Elementary School in Florida City, Florida. It was a heterogeneous group of seventeen (17) girls and fifteen (15) boys. Of these children fourteen (14) were culturally disadvantaged and seven (7) were from migrant families. This class was a part of approximately five hundred fifty (550) students with a faculty of nineteen (19). The study was conducted from January 5, 1970 until March 6, 1970.

As the abject of this project was to increase oral expression and imagination, the materials and methods used were the books listed in the bibliography which the teacher read to the class. These illustrated the humorous and serious aspects of poetry and prose. These selections were then discussed by the entire class to determine why they were enjoyable or uninteresting. The teacher proceeded to take a variety of pictures of people from magazines that were of interest to the students. Individually the students looked at the pictures to see what was in them,

where the person was, what the person was doing, and how that person felt. Next the students told their stories to the teacher as she wrote them down. The final step was to mount the pictures and put the stories under them in print easily read by the students.

The results were that the class decided they liked poetry that rhymed. It could be funny or serious. The stories they liked best involved animals, physical action, and the element of the unexpected. Both realistic and fictional stories were liked. The class discovered that there were many ways of looking at the same things. The students worked better in telling the stories if they worked individually.

It was the conclusion of the teacher that the underpriviledged child was able to express himself or herself if there was a need and ample motivation. Most of them never needed to have an extensive vocabulary for their daily life. This project, using creative thinking and expressive vocabulary, brought out the existing vocabulary the children possesed and was an enjoyable method of adding expressive words to that vocabulary.

The implications of this project were that in a relaxed, enjoyable situation it was not difficult to build vocabulary, develop more imaginative thinking and learn to read stories that they created.

It is recommended that such projects as this be used with the child's own drawings and be done over a longer period of time. Those two changes would enable the children to get more enrichment from the project.

Marsha Ward
March 1970

TITLE The Development of a Greater Social Maturity Through the Use of Puppets

PROBLEM The children displayed evidences of an immature approach in their dealings with each other in social situations.

PURPOSE It was the purpose of this project to develop greater social maturity and understanding of others through the use of puppets.

POPULATION The project involved 29 students in the third grade at Redondo Elementary School in Homestead, Florida. The class consisted of 17 boys and 12 girls of average ability. There were no migrant children and only 1 boy would be considered to be culturally disadvantaged. The project dealt in the area of Language Arts. The enrollment of the school was 450 children with a faculty of 17. The study was conducted from January 6, 1970 through March 4, 1970.

MATERIALS Child: 1 small paper bag
1 box of crayons
2 or 3 sheets of construction paper
Teacher: 1 length of corrugated cardboard (approx. 9' by 3½')) for stage

PROCEDURES

Methods and Techniques: The project began with two separate art lessons in making paper bag puppets. In the first lesson the children made an animal of their choosing. In the second the class was divided in half with one group making adult puppets and the other making children puppets.

Four children were selected to work with the teacher on a short (1 typewritten page) play. Copies were made of the play and given to the other children after the performance.

It was pointed out to the class that the group had worked together deciding what the characters were to do and say and that each child had made a contribution which aided the play in its development.

With the teacher's assistance, small groups of five children each were formed. The class was then given a situation or an open ended story upon which they were to base their play.

Each situation or story was chosen in order to allow every child to exercise his personal evaluation and draw on his background of experiences.

Activities: A half hour to forty-five minute period was set aside during the day for the groups to discuss their presentation and to practice. They could choose to write parts for each character or improvise the script as they developed the play. The next day each play was performed and the class discussed their reasons for liking each group's presentation or solution.

RESULTS In working with others on the plays the children found that each child had something worthwhile to contribute and was needed by the group. They began to develop a more tolerant attitude toward the ideas or suggestions of others which was

carried over into other areas of the school curriculum.

SUMMARY OF FINDINGS Activities can be developed by the classroom teacher which will effectively help the child toward a greater social integration.

CONCLUSIONS Activities which will help a child reach a greater social maturity should be a part of every teacher's plans.

IMPLICATIONS AND RECOMMENDATIONS The writer feels that today more than ever, there is a need for children to reach a satisfying and meaningful relationship with others. Activities planned for this purpose will allow for an easier adjustment as they grow into adulthood.

Mellie B. Weatherspoon
March 1970

Project - Map Study

I. The name of my project is Map Study. This map study could be planned once a week, or three times every two weeks.

II. The reason I selected Map Study as a project is that I think it will help the migrant children to increase their knowledge of the states in the United States.

a. To give the migrant children an ideal of some cultural aspects to look for as they travel to other states.

b. To help the children develop the skills in interpreting maps, globes, and other reference materials.

c. To help children gain an insight on the distance from one place to another.

III. It was the purpose of this project on map study to help the migrant children profit from their traveling experiences from one part of the United States to the other. They should have some definite things to look for after they reach each state, and they should learn that different kinds of work is done in each state and they do not have to continue to do the same type of work that their parents are doing when they grow up.

IV. The project involved twenty-five students in the fourth grade at Perrine Elementary School in Miami, Florida. There are twelve girls and thirteen boys in the class. Four of the children are culturally disadvantaged and eight

are migrants.

The children's abilities ranged from low to above average. The subject area with which I dealt was social studies. It was conducted from November 2, 1969 to March 5, 1970.

V. These are the materials in which I used with my project.

a. Florida Maps, Social Studies book on Florida, Florida Road Map, Weather Maps, Globes.

b. United States Map, United States Road Map, Product Map, State, Games, Salt Map of United States, Opaque Projector, Films, Filmstrips, and a text book on the Earth and our State.

VI. After working with the migrant children for a short period of time. I tried to find out some of their needs. After having discovered some of their needs I began to work on them. It seems to me that map study was one of the most important needs so, I selected it as a project.

The activities that were used in working with this project are:

A. Florida Maps and list of the following things.

1. Counties
2. Cities
3. National Parks
4. Trees that grow in different sections
5. Products

B. United States Maps and list the following things.

1. States
2. States that they have lived in

3. States that they have been through
4. Capitals
5. Products

C. Each pupil was given a road map of the United States.

1. Traced routes from Florida to places they have been.
2. Look for bridges
3. Identify tag license plates and fine the place
4. Found the place where each child was born
5. Collected weather maps
6. Worked out milages from one place to the other
7. Made a salt map
8. Drawing and coloring products
9. Dramatization

D. Games

1. Puzzle of the United States
2. Learning directions
3. Taking a trip
4. Our town - We made a large map of our town

VII. The migrant children were able to learn about some things they can look for in traveling.

VIII. As a result of working with this project, the children have been able to learn.

a. Directions
b. An idea of some cultural aspects to look for as they travel

c. To develop the skills in interpreting maps, globes, and other reference materials.

d. About the different kinds of work that goes on in each states.

e. About distances from one place to another.

IX. In working with this project I have been able to find out many things about the migrant children. In comparision with the other children in the class, the migrant children had a greater knowledge of states and their locations, some of the products of the state, and directions.

X. In conclusion I must say that this project has been an enjoyable and learning experience for everyone that was involved.

XI. Each migrant student will be given a list of cultural sspects to look for as he travels. My recommendations for this project is that a follow-up be done next school term with the children involved in this project return to Florida.

THE DEVELOPMENT OF SELF-DISCIPLINE IN THE CLASSROOM

Submitted by:
Donald H. Whiteside

At the beginning of the 1969-70 school year, a class of low achievers with a history of behavior problems caused difficulty towards effective teaching. This group was poorly motivated, and had little interest in scholastic achievement. The process of learning had to be constantly interrupted in order to maintain a proper atmosphere conducive to learning. These children were very easily distracted.

It was the purpose of this project to develop self-discipline in the classroom. In previous years this group had been controlled through very strict discipline which, although class control was well maintained, motivation and interest were neglected; resulting in low achievement as a total group. A change brought about through the development of self-discipline would be conducive to better learning.

This project involved thirty-six students in the sixth grade at Redland Elementary School in Homestead, Florida. There were nineteen girls and seventeen boys including five migrants. There were also five children who had been or were presently under psychological treatment. Under the ability grouping method used at Redland Elementary, this class was next to the lowest of the four sixth grades in the school. The lowest group was made up almost entirelu of children with very low ability or with severe emotional problems.

This study was started in November, 1969, and is a continuing

project throughout the school year. It has been performed as a social studies unit in which the government of the United States has been studied, and the self-government of the class was patterned on the results of the class research and discussions.

All levels of government were studied, and the Federal level was chosen as a basis upon which to establish a class government. Several groups in the class did library research using encyclopedias as their main reference source. Some children also developed reports from materials available at home.

These reports were read and discussed in class giving information on the duties of the President, the Senate and the House of Representatives, and of the Supreme Court. After about two weeks discussion of these reports, the class elected their president, chose a Supreme Court of six students, a Senate of ten students, and the remaining students became members of the House of Representatives. The Congress then made laws(class rules), and the Supreme Court decided upon enforcement measures.

The results of the project so far have shown that a majority of the class have been trying to discipline themselves much more than in the past. The minority, which were problem children in behavior, have not been too much affected by this project.

Children have liked the responsibility of creating a well - organized classroom, and are happier in such an atsmophere. Even though all the children will not enter the spirit of self-discipline, it is much easier to pinpoint the problems of the minority and have better control in the classroom.

Loretta S. Whittle
March 1970

A Study of Three Ancient Negro Empires in Africa
Ghana Mali Songgay

The purpose of this project was to develop an understanding of ancient empires in Africa that were developed by Negroes, thus enhancing a greater pride in their cultural heritage.

The project was conducted with 32 boys and girls at Pine Villa Elementary in Goulds, Florida. All of the children are culturally disadvantage and all are working below grade level except eight.

Each pupil was presented woth a Lap Package concerning Ghana, Mali and Songgay. They were given a pre-test to ascertain previous knowledge. The packages contained facts and questions about each empire. Grade level pupils read library books and made oral reports. From this, we made chart stories. Posters and murals were made depicting the lives of the people who lived in these empires. We sang songs that are connected with the lives of Africans. All pupils made a family tree. At the end of the unit, a post test was given to ascertain whether of not concepts were learned. Also pupils had to write a paper on "What Africa Means to Me."

The outcome of this unit was that pupils concepts of Africa changed. That is to say, that they were no longer ashame of their background, but proud of it. They no longer believed that all of Africa is and was backward and uncultured as it is depicted on some of the mass media of communication. They know that Africa made a lasting and immortal contribution

to the civilizations of the world and that they have a very rich cultural heritage.

In all, pupils of different reading levels required facts of Ancient Africa by reading, listening, drawing and singing.

Materials used:

1. Film: African Continent
2. Filmstrip: Folktales and Fairy Tales of Africa
3. " " " " : From Africa to America
4. Lap Package
5. Projector and screen
   Transparencies
   Paint
   Construction paper

Jean N. Worley

Two plans for working with Migrant Children and Books

Problem: As a librarian, I was aware that many children were not very interested in the library and books. They were slow readers and more books and reading were seen as more threats to them.

Purpose: It was the purpose of this project to arouse an interest in books and stories, especially in the migrant children and others with reading problems.

Population: This project was conducted at Perrine Elementary School, which has 22 teachers and 450 pupils. These activities were carried out in January and February, 1970.

One part of the project was conducted with a class of 25 boys and girls, with 4 Spanish-speaking children and 2 other culturally disadvantaged. This was a group of fourth and fifth graders, grouped for language arts, of which this was considered the lowest group.

Another section of the project was handled with a second grade class that had 23 pupils. 4 children were Spanish-speaking, and 2 others I consider "migrants" because they are children from an orfanage near our school and have some similar problems in the classroom.

Procedures: With the fourth grade class I used Marianna Prieto's book Tomato Boy and a film from the school media center entitled "Marianna Prieto". This is a Florida author (as is the illustrator) and the book is set in Miami. The author explains in the film how she researches material for her books in Mexico, how a book is organized and published, and she introduces Tomato Boy. I then did more presentation about the book, bringing in maps, geography, and music. In the book, the term "migrant" is discussed and I did some introduction to this also.

After reading the story aloud and seeing the pictures we talked about the book and what it meant to the children.

The second phase of this project, with the second grade class, involved acting out The Carrot Seed, by Ruth Krauss, and taking pictures of the scenes. I wanted the students to work on specific items of their own choosing, so we did considerable pre-planning. (As a side-light of the migrant study, I also wanted to see how children can become self-directed learners and workers if they see their goals, etc.). We set up several committees, such a carrot makers, painters, actors. For short periods during several days we did this group work and I took pictures for slides.

Results and Conclusions: From working with the fourth graders and Tomato Boy, there was a consideable amount of interest shown in the specific book, especially by the students who could closely identify with the story characters. They became aware that there were enough people with interest in migrants and "that kind" of people to produce sympathetic, realistic stories. This new interest gave me great opportunity to suggest more books and stories for them to read about similar situations. Other results were seen as more interest in authors and illustrators, and renewed interest in their own background countries (Puerto Rico and Mexico).

From the second grade work resulted a sense of accomplishment, especially by the slower learners, who were the leaders in this work. More group cooperation and interest in book study were seen as results, also. Each child saw himself in the center of attention some time in the pictures of our book.

Recommendations: Both projects were easily conducted and could easily be adapted to most teaching situations. Many similar projects an result when children and books get together.

My one basic recommendation for more effective use of these ideas: more follow-up activities could provide more learning at a deeper level, e.g., mor

e.g., more emphasis on the importance of the migrant worker to the feeding and the economics of the people in the United States, and we could have made a big drum like the boy in the story (Tomato Boy) had and make some "goombay" music like the story.

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Jean N. Worley
Perrine Elementary School
March, 1970.

Mary Wright
March 1970

HEAD STARTERS STUDY THE WEATHER

The learners asked many questions about the weather. Mornings when the calendar was attacked their curiosity piqued and became contagious. Thus a study of the weather within the learning capacity of five year olds evolved.

It was the purpose of the project to develop weather concepts. Such a study was planned to lead to a better appreciation of the day to day phenomenal atmospheric changes. The vocabulary associated with the weather was to give some understanding and insight in oral and listening skills.

There was an average census of twenty pupils in the Head Start Class involved in 8Wk-study at Robert Russa Moton Elementary School in Perrine, Florida. The twenty included twelve boys and eight girls -- two of them were children of farm workers, one a dependent child, parents of twelve others in extremely low paying jobs, one the child of a service man, three had semi-professional parents, one only was the child of a professional. Moton serves nearly six hundred pupils with a faculty of thirty-two.

The materials used in the study are listed below -

a teaching bulletin board
current calendar
records and record player
class made windmills
class made parachutes
paper strips, 1X12 (amt. optional)
construction paper
balloons
magnifying glass
microscope
weather thermometer
oven, oral thermometers
puppet stage
30 paper bags, lb. size

Mother Goose Album by Golden Records 250 W. 57 Street New York, N. Y.

Mother Goose Album by Disneyland Productions Western Publishing Co.

Riddles and Rhymes by Sterling Holloway Disneyland Productions

Other materials used were puppets namely-

1 Mother Cloud
1 Father Cloud
4 Winds: north, south, east, west
2 Rain drops
1 Tear drop
3 Snow flakes (# optional)
1 Sgt. Rain
1 Umbrella
1 Sun

Flowers (# Optional)
1 Tree
Grass
1 Tornado
1 Cyclone
1 Dew
1 Fog
1 Hurricane, 1 Eye
1 Lightening

The calendar was a part of the morning's activities. Because of the interest that mounted a teaching bulletin board was created. The board held the calendar, weather thermometer, and a summary of daily weather results. Occasionally records were played giving days of the week, months of the year, and explanations of atmospheric conditions. The teacher showed pictures for viewing of stormy, snowy, windy and serene settings from time to time. The local weather report was discussed regularly for about two weeks, afterwards it depended on the interest of the learners. On several occasions a part of the lesson was to take out strips of paper, a balloon(s), a windmill(s), or a parachute(s) that could be controlled by the wind when it was lifted up manually. Attention was particularly centered on the characteristics of each weather condition such as color, shape, structure, and mannerisms. Vocabulary was also stressed. Towards the close of the study the teacher used the words for alphabet study, example: Weather is a "W" word.

The boys and girls took turns in rotating order to select the symbol that described the day (such as rain-umbrella, clouds-cloud, etc.) and posted it on the teaching bulletin board in the designated section. They would discuss the current weather and its' effect on people, animals and growing things. They would attack weather predictions. For instance during a hurricane watch or a tornado lookout the five year olds showed much interest. They created many stories as an out growth of this. Out of such creations developed signs of understanding concepts. Their imaginative minds with the help of a picturesque record cover created the puppets called Weather People. The Head Starters pasted weather conditions made on construction paper to pound size brown sacks. When the learners used the puppets not only did they speak, but, the audience also participated. There was always constant interaction in the true fashion of five year olds.

The curiosity of the boys and girls was well satisfied. They learned many things. They were introduced to many worlds. Some of the concepts are:

1. that from clouds come rain and snow
2. cloud products and sun are necessary for the survival of growing things
3. even ill winds serve a good purpose by scattering seeds; strenghtening trees and vines through resistance
4. Sometimes a condition has no color it causes color change like the cold air changes colorless rain drops to white snow flakes
5. rain drops are shaped like other drop large and round at the bottom, tapering small and round at the top to a point
6. the tornado is large and circular at the top tapering at the bottom funnel like

7. temperatures range between hot and cold
8. many conditions are caused by a mixture of hot and cold air, a meeting between, or friction between hot and cold air
9. weather is always happening
10. all weather conditions cannot be seen, only felt
11. air is still or moving
12. things are solid, liquid or gas

The study was meaningful to the teacher because it brought out the many strengths of the class -

1. in science, art, social studies and language arts as well as P. E.
2. the creative ability of five year olds
3. reasoning skills of the youngsters
4. the study makes one keenly aware of the everyday world

The teacher felt that boys and girls at a very early age can aid in setting upa meaningful curriculum. Learners should be included in and encouraged to patticipate in the planning and evaluation of classroom activities.

A study of the weather has depth and horizons with many areas for explorations. It lends itself quite well to study on all levels. It can be geared to the ability of the learner becoming simplified, or technical and scientific. The teacher recommends it for all grades. The study exposes learners to meaningful information through scores of interesting presentations of lessons.

Soni Zimmerman
March 1970

EPDA INSTITUTE

THE PROCESS OF DRAWING FROM EACH CHILD'S EXPERIENCES MATERIAL ON WHICH TO BUILD A POSITIVE SELF IMAGE WITHIN THE CARRY OVER FRAME WORK OF A SPEECH THERAPY PROGRAM

PROBLEM

This project evolved from an attempt on the part of the therapist to integrate the specific sound or sounds being worked on by the students into their daily conversation in a manner both meaningful and thought provoking to them.

As an individual's speech is a reflection of how he feels about himself, often children with speech problems need assistance improving their self image. The particular application of this project to migrant children and or children from environments considered disadvantaged, puts even greater emphasis on the need for including improvment of the self image as a basic part of a speech therapy program.

PURPOSE

It is the purpose of this project to assist each student in the process of drawing from his experiences, material on which to build a positive self image within the carry over framework of a speech therapy program.

POPULATION

This project involved twenty-four students from grades three through six enrolled in speech therapy at Goulds Elementary in Goulds, Florida. There are seven girls and seventeen boys, all from environments considered disadvantaged. The families of most of these children are farm laborers not considered migrant because their movements remain within Dade County. The students are seen in groups of four for twenty-five minute periods once a week.

Goulds Elementary has a total enrollment of two hundred and ninety-four and a faculty of sixteen. This study was conducted in the 1969-70 school year and has now become a continuing project.

MATERIALS

Materials include self portraits drawn by each child and pictures taken by the children of their family.

PROCEDURES

The project was initiated by the therapist with the question "Who are you?" Each child responded by telling his or her name. The giving of one's name to another was compared with the offering of a tiny piece of a goodie to someone, with more to come if they get to know you better.

The children drew pictures of themselves and told what they were able to do they were proud of and then what they did not like about themselves. Each child was asked to name one thing he liked about each person in his group.

Pictures were taken by the children of their family. The picture was used by each child to name the people in his family, tell about the person they favored and why and name the person they had the most problems with and why.

A discussion was held on disciplin in the home, including the telling of who disciplined in each family and how. This was followed by a session where each child role played both a typical scene involving disciplin in his home and a second scene showing how he would like it to be.

Since becoming ongoing this project expanded into other topics and is in the process of being made into book form.

RESULTS

Results noted by this therapist have been increased interest and participation along with a growth in confidence with the knowledge of their mastery of the topic being discussed. A developing closeness has been observed within each group.

SUMMARY OF FINDINGS

Speech therapy is more effective when the material used is meaningful to the children involved. Carry over of newly acquired sounds into general conversation is brought about in a more natural environment strengthening each child's ability to express himself in a confident and meaningful manner.

An enlarged project of this type made into book form is a concrete reinforcement to each child of his effectiveness and an enlargement of his interests.

IMPLICATIONS AND RECOMMENDATIONS

Materials need to be devised continually for taking into consideration the specific needs and interests of the children involved in speech therapy programs.

An Articulation Test based on what a child from a disadvantaged area has first hand knowledge of such as ants, rats, roaches, and garbage cans, is vitally needed to bridge the home to school gap and afford reliable assessment of a young child's speech. This last recommendation is particularly relevant in light of the expressed expectation within the Speech Therapy Department in Dade County for the testing county wide next year of all first grade children.